

DOCUMENT RESUME

ED 131 322

08

CE 009 008

TITLE Project RACE: Research Activities for Career Education. Final Report.

INSTITUTION Weatherford Independent School District, Tex.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

REPORT NO VT-103-340

BUREAU NO V650018

PUB DATE 30 Jun 76

GRANT OEG-0-73-5306

NOTE 137p.; For a related document see CE 009 009

EDRS PRICE MF-\$0.83 HC-\$7.35 Plus Postage.

DESCRIPTORS Career Awareness; *Career Education; Career Exploration; Elementary Secondary Education; Job Placement; *Program Descriptions; Vocational Followup

IDENTIFIERS *Project RACE

ABSTRACT

Activities and accomplishments of a 3-year K-12 career education project are described. Components of the project were career awareness (grades K-7), occupational investigation (grade 8), exploratory and employability skills (grades 9-12), guidance and counseling, and placement and followup. Accomplishments of the last year of the project included revision of teacher-developed curriculum guides and materials, expansion and refinement of the staff-developed occupational information system, and expansion of two components to include additional grades. Appendixes, covering over half of the document, include results of teacher surveys, a listing of elementary guidance materials, project forms, and materials from a minicourse on employability skills for high school students. Student handouts from the minicourse consist of a course outline, sample forms, information relating to the job interview, and a bibliography. (RG)

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FINAL REPORT

Project No. V65 0018
Grant No. OEG-O-73-5306

Project RACE: Researched Activities
for Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

J. C. Liddell, Project Director
Weatherford Independent School District
Weatherford High School
1007 South Main
Weatherford, Texas 76086

June 30, 1976

VT 103 340

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The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY OF THE REPORT

Period Covered

This is the final report of Project RACE following the third year of operation, beginning July 1, 1975 and ending June 30, 1976.

Goals and Objectives

In general, these objectives deal with behavioral and attitudinal characteristics which students should attain as a result of having participated in the career education project.

Grades K-7: All students will develop good work attitudes, self awareness and a positive attitude toward the world of work including the people therein employed.

Grade 8: All students will be subjected to career investigation and orientation experiences to give them a better understanding of why school is related to earning a living. They will have a reinforced knowledge of the importance of all work and an appreciation of the productive worker who performs that work.

Grades 9-12: Exploratory and Employability Skills will be emphasized to broaden the opportunities of students to meet the demands of our highly sophisticated and technological world of work. Exploratory experiences will be made available and a placement and follow-up program will be utilized to place students on jobs when they exit from school. Students will be encouraged to meet entry requirements for higher education if that is their goal and will be assisted in finding employment in their skill levels if they do not intend to go to college.

Procedures

The different components of Project RACE are discussed in the body of this report; however a brief description of the functions performed by each component is as follows:

One Elementary Career Awareness Coordinator

- * identified and procured career information beneficial to teachers of levels K-8;
- * coordinated with teachers K-8 in making the information applicable to their teaching situations;
- * and served as a resource person to the teachers in each elementary school and the middle school of the Weatherford Independent School District.

Two Occupational Investigation Teachers assigned to teach all students in grade eight

- * endeavored to expose students to the fifteen job clusters identified by the Federal government within the time period provided;
- * assisted students in self-appraisal and self-evaluation; and
- * informed students about the various opportunities available through the study of the fifteen clusters.

Two counselors assigned to the RACE staff carried out a guidance counseling program in the elementary schools, K-5, and the high school, 9-12. An additional counselor not assigned to Project RACE worked with the guidance counseling program in the middle school, grade 6-8. These counselors worked with teachers, parents, students and administrators developing guidance programs to meet the needs of each individual student in the Weatherford Independent School District.

One Exploratory and Employability Skills Teacher

- * furnished students in grades 9-12 with information to acquaint them with job entry requirements;
- * conducted a mini-course with students in grades 11 and 12;
- * arranged for students in grades 11 and 12 to make on-site visits with people who perform the trade, business or profession in which they are interested;
- * made available to teachers resource materials for their classroom activities; and
- * acted as consultant and assistant to the teaching staff in the high school.

One Placement and Follow-Up Coordinator

- * served as an extension of the guidance counseling program in assisting all high school students, especially seniors, in finding part time or full time employment; and
- * contacted students who graduated within the last five years to collect feedback useful in revising curriculum to meet the needs of future graduates.

A Project Director

- * coordinated and directed the efforts of the Project RACE staff and
- * compiled progress reports and financial statements submitted to the United States Office of Education and the Texas Education Agency.

Results and Accomplishments

Project RACE has been responsible for providing a program in Career Education that has made a positive impact upon the total community. The most important results have been

- * the acceptance of the concepts and ideals of Career Education by many of the teachers and students in the Weatherford Independent School District and
- * the continued growth of support of the members of the Weatherford community as evidenced by their voluntary involvement and cooperation in Career Education activities.

Several noteworthy accomplishments of this reporting period have been

- * the rewriting of the Career Education Curriculum Guides and the Idea Books written by the teachers of the Weatherford Independent School District during the summer of 1975;
- * the increase in requests made by faculty members and administrators for the services rendered by project staff members;
- * the expansion of the Awareness Component to include eighth grade classroom teachers and the Exploratory and Employability Skills Component to include eleventh grade students; and
- * the expansion and refinement of the occupational information system developed by staff members.

Evaluation

All of the criteria required by the evaluator was completed within the limits established and material provided was within the scope of evaluative data set forth in the "Draft Guidelines for the Evaluation of Career Education Programs" which were set forth by the U. S. Office of Education.

Conclusions and Recommendations

The impact that Project RACE has made upon the educational environment of the Weatherford Independent School District and the community as a whole has been most encouraging. The spirit of cooperation which has been demonstrated by the resource people who have either visited classrooms or have permitted students to visit their places of business for hands-on observations has been more than gratifying.

It is anticipated that the integration of Career Education into the total academic program will soon become a reality. Efforts have continued during the final year of Project RACE to integrate the ideas and concepts of Career Education into the total school program (K-12) so that it will be a natural and simple transition for the Weatherford Independent School District to assume the responsibilities of adopting Career Education as a formal and permanent part of the total school

program. Certainly this is a recommendation of the staff of Project RACE, as a wide spectrum of this community has supported Career Education since its inception. The support and cooperation has continued to increase as the community has become more aware of the impact that Career Education has made on the student body of the Weatherford Independent School District.

Since Career Education has become a viable part of the academic structure, such follow-up activities as have been pursued by the Career Awareness Coordinator and the Exploratory-Employability Skills Teacher must be continued. The increased utilization of these staff members clearly indicates the need for a permanent, organized structure of leadership.

BODY OF THE REPORT

Problem Area of Project Direction

On December 16, 1972, a proposal for an exemplary project in Vocational Education was submitted to the U. S. Commissioner of Education under the provisions of SECTION 142 (C) of Part D of the Vocational Education Amendment of 1968 establishing Project RACE. This proposal set forth problem areas existing in the academic structure of the Weatherford Independent School District and the means by which these problems might be minimized.

The results of a follow-up study of the 1971 graduating class of 228 students from Weatherford Independent School District showed:

47%	enrolled in college
43%	employed in their areas of vocational training
6%	employed in areas other than their field of training
4%	entered armed services

The unemployment rate of this group of students was estimated to be twenty-five percent.

The Weatherford Independent School District statistical surveys made in 1972 indicated that thirty-six percent of the freshmen enrollment drop-out prior to graduation. The Region XI Education Service Center study of drop-outs indicated a ten county region-wide rate of twenty-two percent, with heaviest drop-outs in rank order: grade ten, grade nine, grade eleven, and grade twelve. The study listed the reasons in rank order as follows:

- Lack of motivation
- Poor attitude toward school
- Over age and grade
- Attendance problems
- Work full time
- Pregnancy
- Financial
- Other

Significant problems were found when the Weatherford Independent School District obtained data from the Texas Employment Commission in 1972 which reflected the following information:

Parker County Population	33,888
Female Population	16,123
White Unemployment Rate	5.2%
Non-White Unemployment Rate	10.4%
Female Unemployment Rate	34.2%

In October 1972, the Texas Welfare Agency in Parker County released the following information:

The number of individuals receiving welfare assistance was 1,012.

Of the 10,509 persons claiming to be heads of households in Parker County, 2,922 (27%) received less than \$3,000 of earned income per year. These figures were based upon census taken in 1970.

The Weatherford Independent School District is in close proximity to industrial complexes such as General Dynamics Corporation, Ling-Tempo-Vought and Bell Helicopter Corporation. These organizations offer wide ranges of skilled and semi-skilled employment to residents of this area. The reduction in work forces at such places makes it essential for students to be given a wide range of options in training to be competitive on the labor market for employment with such organizations.

As a result of the findings described herein, the Weatherford Independent School District saw a distinct need for a comprehensive Career Education program which would provide for the needs of all students. Hopefully, such a program would decrease the amount of dropouts, increase skill training, improve employability skills and provide a broad range of career options to which students may be exposed.

The proposal under which Project RACE had its beginning set forth certain basic needs to be met by the Weatherford Independent School District when the Career Education program was implemented. These stated needs are as follows:

1. Creating bridges between school and earning a living for young people.
2. Promoting cooperation between public education and manpower agencies.
3. Broadening occupational aspirations and opportunities for youth.
4. Developing and implementing at the elementary school level a better program designed to increase the career awareness of the students.
5. Improving the guidance and counseling services at all grade levels.
6. Establishing a placement and follow-up service.

Goals and Objectives

Goals and Objectives: Elementary Awareness Program K-7

In the third year of operation, the staff of Project RACE has sought to provide the leadership and assistance required to make the specific goals and objectives described in the original proposal meaningful and effective. These goals and objectives indicate that the elementary student will:

- * demonstrate wholesome attitudes toward career choices, toward work as a means of achieving satisfactions, and toward work as it might relate to himself;
- * demonstrate an understanding of life styles, values, major duties, and responsibilities involved in a large number of careers;
- * demonstrate his ability to apply economic concepts to problems which can be understood by children of his age and experience level;
- * show interest in exploring many careers as evidenced by his ability to list many different occupational choices; and
- * know how to obtain additional information about careers as indicated by his ability to list sources.

Goals and Objectives: Occupational Investigation Program - Grade 8

The Occupational Investigation Program, grade 8, in the middle school will provide career orientation and investigation experiences for students giving them a better understanding of the relationship between school and earning a living. The goals and objectives indicate that the middle school student will:

- * have explored their own values, interests and education achievements during the investigation program;
- * have demonstrated firsthand acquaintance with the economic system as a consumer and as an observer of those who work to produce goods and perform services;
- * have an indepth knowledge of several major fields as measured by their ability to perform on a test; and
- * be prepared to select tentative high school educational plans designed to fit their particular needs.

Goals and Objectives: High School Program - Grades 9-12

The high school student in grades nine through twelve will:

- * be capable of integrating knowledge of oneself and of the world of work in order to identify a career or careers of interest;
- * be able to recognize the changing nature of career commitment throughout an individual's lifetime and re-evaluate one's career choices with the possibility of making future choices;
- * be provided an opportunity to learn a skill in order to become gainfully employed upon leaving high school;
- * be provided an opportunity to prepare for entry into a junior college, technical institute, preparatory school, apprenticeship program, or senior college for continued career preparation;
- * be given the opportunity to receive adequate placement service; and
- * be provided the opportunity to be involved in a comprehensive guidance and counseling program.

General Project Design and Procedures

Project RACE is composed of five different components, each having a distinct and independent function while remaining closely related and interdependent. The components are as follows:

- Career Awareness (K-7)
- Guidance and Counseling (K-12)
- Occupational Investigation (8)
- Exploratory and Employability Skills (9-12)
- Placement and Follow-Up (9-12)

The activities and responsibilities of each component will be described as follows:

Career Awareness Component (K-7)

The Career Awareness Coordinator has been responsible for coordinating the efforts of Career Education in the four elementary schools and the middle school of the Weatherford Independent School District. In the third year of operation, this effort involved the participation of approximately 920 students in grades K-3; 879 students in grades 4-6 and 360 students in grade 7. There are 112 teachers for whom the Awareness Coordinator provided the following services:

- * arranging for resource speakers to talk with classes about their occupations;
- * arranging for study tours with the various business and cultural organizations; and
- * conferring with teachers as an advisor in organizing study plans for Career Education.

The demand for assistance in all areas of responsibility has increased during the year, as teachers have become familiar with the services rendered by the Awareness Coordinator. Study tours taken by K-7 classes increased in proportion to budget increases. One hundred and seventy-six classes participated in study tours during the 1975-76 school year as compared to 108 the previous year. The number of classes participating in speaker programs reached 230 as compared to 216 during the previous school year. The Awareness Coordinator attended nearly all of these activities. Librarians in the five schools have reported a marked increase in the usage of designated Career Education resource materials during the school year. Teacher requests for materials handled by the coordinator have also increased during the year from 34 items requested by 12 teachers in September 1975 to 198 items requested by 39 teachers in March 1976.

Resource centers in each school library aid teachers in locating materials referenced in Career Education Curriculum Guide units. The Awareness Coordinator and the Middle School Counselor created a professional library in one of the workrooms at the middle school. Teacher resource materials on career education, guidance and materials on teaching methods, discipline, etc. were catalogued and made available to teachers in May 1976.

In-service for Weatherford Independent School District classroom teachers included grade level meetings for K-5 teachers in August 1975. New curriculum guides were distributed to the teachers and writing team members led discussions on the revisions in the guides made during the writing session in June 1975. The Elementary Counselor participated in the in-service by leading a discussion on guidance and counseling and showing a guidance-related filmstrip. Distribution of the curriculum guides at the middle school was made during a faculty presentation by the Awareness Coordinator. Individual teacher conferences were scheduled as a follow-up of the meeting. In accordance with the recommendations of the third party evaluation of the previous year, subject area meetings were conducted in April 1976 with English/Reading, Social Studies, Math, Science and Health teachers in grades 6-8. The Awareness Coordinator and the subject area teachers reviewed resource materials and designated them as to subject area and grade level usage. The teachers filled out evaluation sheets which required that they evaluate their students understanding of the twenty-two career education concepts. A discussion followed which pointed out ways in which teachers might emphasize the concepts in their classroom activities.

Two workshops were arranged by the Awareness Coordinator and the Region XI Education Service Center in Fort Worth, Texas. Two consultants, the Career Education Consultant and the Elementary Consultant, conducted a "Career Corners" workshop which presented ideas on incorporating multimedia kits, filmstrips, and teacher-made materials into learning centers for students in grades K-12. Approximately thirty classroom teachers participated in the workshop, which was held in one of the elementary schools. The Education Service Center Elementary Consultant later conducted a special "Teacher-Made Materials" workshop presented games, skill reinforcement exercises in reading and math, and activity centers for grades K-5.

AWARENESS COORDINATOR'S ACTIVITIES
WEATHERFORD INDEPENDENT SCHOOL DISTRICT
1975-76

MONTH	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Totals
TEACHER CONTACTS	18	87	103	86	48	231	93	250	276	195	1,387
PRINCIPAL CONF.	6	10	8	13	9	14	26	31	15	20	152
IN- SERVICE	3	0	0	0	0	0	0	1	7	0	11
STUDY TOURS	0	2	22	9	7	26	12	19	63	16	176
SPEAKERS	0	41	60	23	12	29	15	19	20	11	230
CLASS PRESENTATIONS	0	0	0	6	4	0	6	8	0	12	36

Occupational Investigation Component - Grade 8

In the third year of operation Occupational Investigation continued to be taught in the eighth grade at the Weatherford Middle School. The students were required to take Occupational Investigation for two periods during a twelve week quarter. The primary objective has been to familiarize students with the fifteen job clusters and the many different job opportunities found within each cluster. Two Occupational Investigation Teachers worked as a team making a concentrated effort to point out the possibilities offered in various career fields.

After completing the investigation course each student was better able to identify an interest in one or more areas of work in order to plan for high school courses of study and, if required, to make preparatory plans for college to meet occupational goals.

Students were exposed to the world of work by planned study tours to various business and cultural enterprises. Preparations were made prior to each tour to familiarize students with the purpose of the tour, and what to expect to observe and learn from the experience. Post-tour activities such as discussion and question periods served to relate on-site observations to information covered in class. Students were given the opportunity to share their opinions of the jobs investigated on the tours. Reactions expressed by students helped the teachers determine the educational benefits derived from on-site experiences.

A variety of media was incorporated into the curriculum to supplement teaching efforts. Career-oriented films, guidance-oriented films, books, pamphlets, machines, filmstrips, cassettes, posters and multi-media kits were used to provide a wider range of knowledge about different occupational fields and aided the student's self-evaluation.

Resource speakers from different business enterprises, government agencies, professions and trades were sought out and brought into the classroom to give students first-hand knowledge about occupations.

The Career Education Counselor (9-12) worked with the Middle School Counselor and each eighth grade student to prepare a tentative four year plan of high school study. The plans were made in an endeavor to make the courses of high school study realistic to the needs of students who plan to attend college and/or intend to become employed after they leave high school.

Exploratory and Employability Skills Component - Grades 9-12

One of the most important functions of the Exploratory and Employability Skills Teacher was to provide students preparing to graduate from the twelfth grade closer contacts with workers in their job interest areas through on-site job visitations. This type of interaction between workers and students served to aid post-graduate career planning and provided students with valuable insight into the world of work. The program was extended to students in the eleventh grade during 1975-76 school year to allow more time for these students to prepare for their career interest. Four students in the tenth grade requested permission to participate and investigated the areas of social work, legal secretarial work, printing, and radio/television communications.

In the third year of operation the Exploratory and Employability Skills Teacher continued teaching the mini course, with 147 students signing up to take the course and 147 successfully completing it. The mini course was designed to familiarize students with some very practical and fundamental tools to be used in obtaining a job. The course included information as follows:

- * how to look for a job;
- * how to write a resume;
- * how to act during an interview;
- * a new employee's responsibility during the first few days on a new job; and
- * problem areas for young people who are seeking and finding employment.

The mini course was revised and printed during the 1975-76 school year. Copies are available upon request.

The Exploratory and Employability Skills Teacher served as a resource teacher for classroom teachers, grades 9-12. Teachers were furnished guest speakers when specific careers were discussed and/or investigated in class. Request for speakers were as follows:

Math	2
Foreign Languages	1
English	1
Social Studies	3
Art	1
Science	1
Business	4

Study tours were planned when it was determined that such tours would be beneficial to students to observe workers on-the-job. Fourteen study tours were arranged for high school teachers as follows:

Math	2
English	1
Science	1
Homemaking	2
Auto Mechanics	2
Building Trades	1
Health	1
Vocational Office	
Education	1
Tennis	1
Art	1
Foreign Languages	1

The benefits derived from these personal experiences with the world of work have proven to be invaluable experiences for students trying to determine what occupations they should pursue.

In order to better inform high school teachers about available career education resource materials, an in-service ~~was~~ scheduled by the Exploratory and Employability Skills Teacher. Teachers were encouraged to attend by the high school principal. Career Education materials were arranged for display in subject area order. Teachers visited the display by departments to observe materials available for use in infusing Career Education concepts into their curriculum area.

In an effort to obtain teacher feedback as to the effectiveness of the high school Career Education program a questionnaire was distributed to all high school teachers on October 21, 1975. A copy of the results of the survey is included in the appendix of this report.

EXPLORATORY AND EMPLOYABILITY SKILLS TEACHER ACTIVITIES
Weatherford Independent School District

1975-76

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	TOTALS
Teacher Conferences	19	14	20	20	6	18	15	19	58	20	209
Principal Conferences	1	1	2	3	0	5	1	1	5	2	21
Student Conferences	3	9	9	9	0	14	132	59	8	10	253
In-Service	1	0	0	1	0	0	1	0	1	0	4
Study Tours	0	1	0	3	0	4	0	2	4	0	14
Guest Speakers	0	4	0	2	0	3	1	0	0	3	13
Exploratory	0	1	5	1	0	1	7	27	15	8	65
Mini Course	0	10	36	0	38	35	0	28	0	0	147

Guidance and Counseling Component K - 12

Guidance and counseling gained considerable faculty and student participation in the third year of operation as both the students and the faculty became more familiar with the goals which were to be achieved. Guidance and counseling were not completely new to the Weatherford Independent School District at the time Project RACE was introduced to the school system. The school district had three counselors serving approximately 3,600 students, K-12. There were two counselors, one vocational and one academic, serving approximately 1,100 students in the high school grades 9-12, and one in the middle school serving about 1,050 students, grades 6-8.

When Project RACE was implemented, a High School Career Education Counselor was added to the high school staff and an Elementary Counselor was assigned to the four elementary schools. Under the present organization, the Elementary Counselor divides time between the four elementary schools by staying one day at each school during the week. The fifth day is used for planning and organizing material to be used in assisting students and teachers.

In the third year of activity, the number of students to be counseled has increased. The total amount of students in grades K-12 is approximately 3,800.

Elementary Counseling Component-Grades K - 5

The Elementary Counselor worked closely with teachers of grades K-5 in the four elementary schools to fulfill the intent of the guidance program to intensify guidance and counseling in the Weatherford Independent School District.

The duties of this counselor, set forth in the original proposal under which Project RACE was implemented, have continued to be carried out. These duties are listed as follows:

- * assist children in clarification of feelings, attitudes, goals and understanding of self;
- * explore the world of work and become familiar with the career development theory in order to define guidance criteria in terms of student behavioral objectives;
- * conduct group guidance sessions;
- * collect and organize pupil data;
- * work closely with parents, administration and teachers in carrying out guidance policies;
- * coordinate with the special services in the schools and those in the community connected to the schools;
- * conduct individual inventory service;

- * counsel children with personal, social, emotional, learning, behavioral and adjustment problems so they may develop self-control, acceptance of themselves and personal values.

In performing routine duties, the Elementary Counselor consulted, counseled or held group guidance sessions within the periods of times indicated in the activity chart in this section of the report.

The Elementary Counselor has distributed materials to each of the elementary schools as they have been made available.

ELEMENTARY COUNSELOR ACTIVITY CHART

ACTIVITY	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER	TOTAL
Group Guidance Sessions	53	75	122	26	276
Individual Student Counseling	35	118	236	138	527
Teacher Consultations	130	250	335	144	859
Principal Consultations	15	42	54	21	132
Parent Consultations	21	9	29	9	68
Staff Consultations	44	64	29	23	160
Office or Clerical (Tests, Reports, Permanent Records, Material, Ordering, etc.)	21	52	60	37	170
Group Testing	0	17	0	8	25

High School Counseling Component - Grades 9-12

The High School Career Education Counselor has increased and intensified communication efforts in order to reach more students. This effort included announcements on the public address system, bulletin board notices and displays, personal notices for individual students, the publication of articles in the school newspaper and Project RACE newsletters, handouts to students at registration and to all of the high school teachers.

One important achievement of the High School Career Education Counselor has been the continued improvement of the "Career Corner" resource area introduced during the 1974-75 school year. New resource materials were placed in the "Corner" along with new equipment to aid students and teachers in obtaining information. Materials in the "Career Corner" are continually updated.

In addition to the "Career Corner" facilities, the counselor set up periods for making special displays and explanations helpful to students in their decision making process. This program has been emphasized in the 1975-76 school year as described later in this report under the heading of results and accomplishments.

The specific functions of the counselor as described in the original proposal for Project RACE are as follows:

- * assist students in clarification of feelings, attitudes, goals and understanding;
- * conduct group guidance sessions;
- * conduct individual inventory service;
- * collect and organize pupil data;
- * work closely with parents, administrators and teachers in carrying out guidance policies;
- * counsel students with personal, social, emotional, learning, behavioral, and adjustment problems so that they may develop self-control, acceptance of self and personal values;
- * work with administrators, teachers, employers and other counselors for effective dissemination of occupational information to students; and
- * select, administer and interpret test instruments used in assisting students in making career choices.

The activities accomplished by the High School Career Education Counselor in accordance with the proposal guidelines are shown in chart form in this section of the report.

CAREER EDUCATION
HIGH SCHOOL COUNSELOR
ACTIVITIES

Consultations with Parents	56
Consultations with Teachers	243
Students: Registration	17
Grade Conferences	107
Personal Conferences	64
Career Information and Planning	462
Individual Test Interpretations	40
Scheduling Conferences and Questions	328
Classes held for group sessions	40
Total Student Conferences	978

Placement and Follow-Up Component

The Placement and Follow-Up program was established to serve as an extension to the Guidance and Counseling Component. The activities to be pursued were those beyond that of consulting and advising. This component has become the arm of Project RACE that reaches out to the working world for physical contact with employers. It has been through this component that high school students were given an opportunity to present themselves as candidates for employment either on a part-time or full-time basis.

The Placement and Follow-Up Coordinator has continued making surveys of businesses and industries in the vicinity of the Weatherford Independent School District to seek our employment. These services have been extended to adults who need employment, thereby making the component a community project as well as a school function.

The Placement and Follow-Up Coordinator arranged individual conferences with each graduating senior in order to explain the "Senior Survey." The survey composed of a questionnaire was completed and returned to the coordinator. The information gained from the survey has been used to determine the career-related needs of the graduating seniors.

The ideal goal for the placement service has been providing employment for students leaving high school related to their occupational interests and abilities. In order to do this, it has been necessary to maintain records of applicants which provide information relevant to their aptitudes, interests and abilities. From these records the Placement Coordinator located students meeting the requirements of job openings.

A current file of full-time and part-time jobs is maintained in order to ensure, as much as possible, work on a full-time or part-time basis for students and adults seeking such employment.

The follow-up work performed by the Placement and Follow-Up Component was designed to find the areas of the present instructional program which have made maximum contributions to the welfare of the students and to those parts of the program that needed to be strengthened or deleted from the instructional program.

The follow-up program has been structured to obtain inputs from students who have graduated from Weatherford High School within the past five years. Questionnaires were mailed to graduates in an endeavor to determine what impact was made upon these students by the various courses of study were deemed most important in the world of practical application, and which were irrelevant. From a large sampling of answers to these inquiries, meaningful and realistic changes may be made in the instructional program of the Weatherford Independent School District.

SUMMARY OF PLACEMENT & FOLLOW-UP

Placement

During the school year 1975-76, the Placement Coordinator had a total of 475 student conferences. These conferences were five to forty-five minutes in length. This number does not include the many group conferences held with classes, explaining the senior survey, the placement and follow-up office, the follow-up information, procedures for interviewing, and so forth.

There were 147 applications filed with an interview through this office. This number includes applications from graduates, drop-outs, and part-time persons.

The office tried to send out at least three persons for each appointment. This was not always possible or feasible. However, through the year there were 124 persons placed in either full-time, part-time, or rent-a-student situations.

It has been difficult to place students this year due to the job market. Many employers were either laying off or not hiring replacements for those people quitting. There were many openings this year that could not be filled due to the lack of training in a particular field. However, we feel we served our patrons well considering these problems. There has been a tremendous upward change as compared to last year.

Follow-Up

The returns on our Follow-Up this year are as follows: 1975 graduates = 91%. The data for this follow-up was terminated May 1, 1976. We are still in the process of contacting our exes. This year was the first year out of school for these students. Many are still close to home and easy to contact. They are still basically in contact with the school.

1974 graduates = 86.1%. Last year we were able to contact 94.3% of these exes. This is a decrease of 8.2%. We feel this is due to another years absence of school. Some have gotten married and moved away, some have gone to college for their second year, and some are just not interested. We expect to lose more next year and then it should level off.

1973 graduates = 82.2%. Last years return for this group of exes was 85.5%. This is a decrease of 3%. We view this with an air of encouragement. Next year we hope to be able to see a pattern, where the students leave, still interested in school. The next year we lose a few more on returns, then the third, fourth, and fifth years they have matured and are more willing to help. They can see and realize the

true importance of Weatherford High School. This is strictly a hypothesis at this time, but we believe it will be true.

1972 graduates = 67.7%. Last years return for this group was 64.8%. This is an increase of 2.9%. This is the fourth year for these students to be out. We feel that this percentage has now been leveled off and should be rather consistent from here on out. We are pleased with this return and have hopes that it can be increased within the next few years.

In looking at the breakdown of each class, comparisons are hard to make and possibly are not valid due to the many variables, change in percentages, students returning feedback, and so forth. However, we will attempt to look at some. Looking at the 1975 graduates, with a 91% return, or contact, we have the following data:

Going to school full-time	- 41.3%
Going to school and working	- 8.5%
Employed full-time in permanent type jobs	- 29.6%
Unemployed	- .8%
Out of labor force	- 6.8%
Military	- 3.9%
Unknown	- 9.1%

The charts at the end of this report give the breakdown and percentages of the academic students as compared to the vocational students.

The 1974 graduates with a feedback of 86.1% shows the following:

Going to school full-time	- 47.6%
Going to school and working	- 3.4%
Employed full-time in permanent type jobs	- 22 %
Unemployed	- .8%
Out of labor force	- 6.2%
Military	- 6.2%
Unknown	- 13.8%

The data from the 1973 graduates is:

Going to school full-time	- 34.1%
Going to school and working	- 1.9%
Employed full-time in permanent type jobs	- 28.9%
Unemployed	- .5%
Out of labor force	- 9.6%
Military	- 7.3%
Unknown	- 17.7%

The 1972 graduates with a return of 67.7% shows the following:

Going to school full-time	- 17.9%
Going to school and working	- 2.9%
Employed full-time	- 31.2%
Unemployed	- 2.9%
Out of labor force	- 9.6%
Military	- 4.5%
Unknown	- 31.2%

On the questionnaire sent to each ex-student there is a question asking them for their comments, ideas, thoughts, etc., concerning Weatherford High School. These comments have been arranged into four areas: General (concerning all phases of education rather than one specific area), Academic, Vocational, and Guidance (which includes counselors, teachers, administrators and all persons concerned). These comments by category, and by year, are attached at the end of this report.

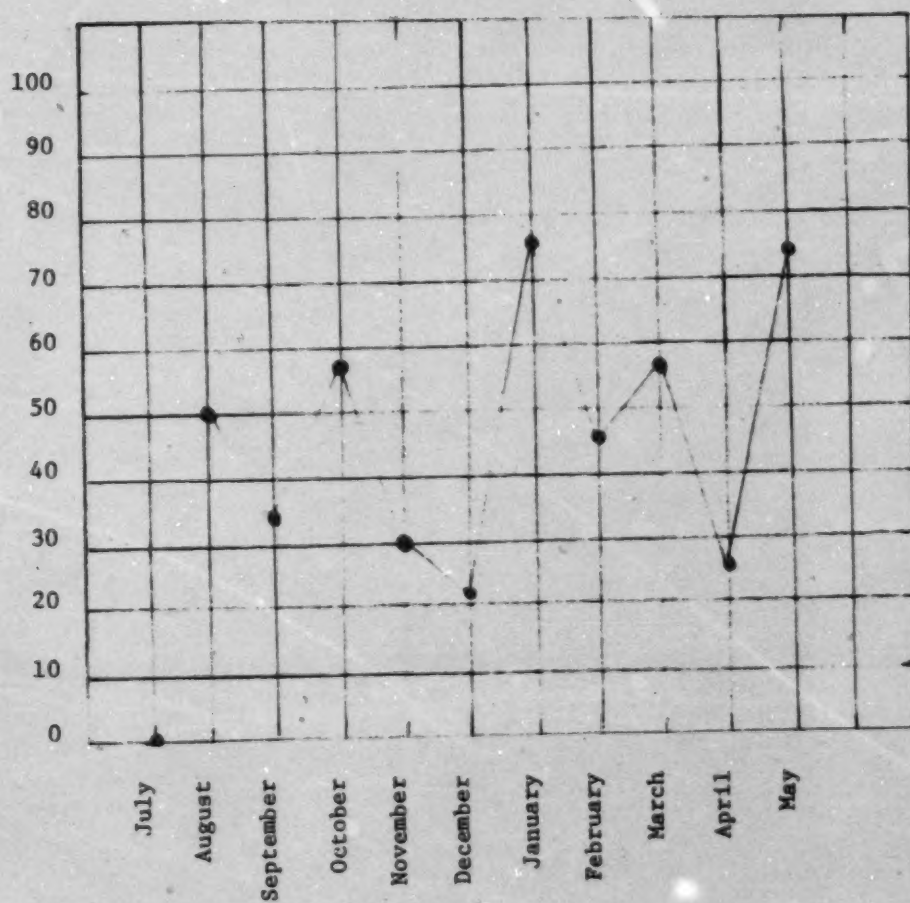
In looking at all of the results from this years data and comparing it to the two previous years, we continue to grow in enthusiasm. Everything points to improvement. Our numbers, percentages, and results continue to climb, grow and improve. As in anything, it takes time to grow and become a part of something. We are almost there.

In summary, we feel this program is valuable not only in supplying data and ideas, but by results. We are pleased and proud.

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STUDENT CONFERENCES

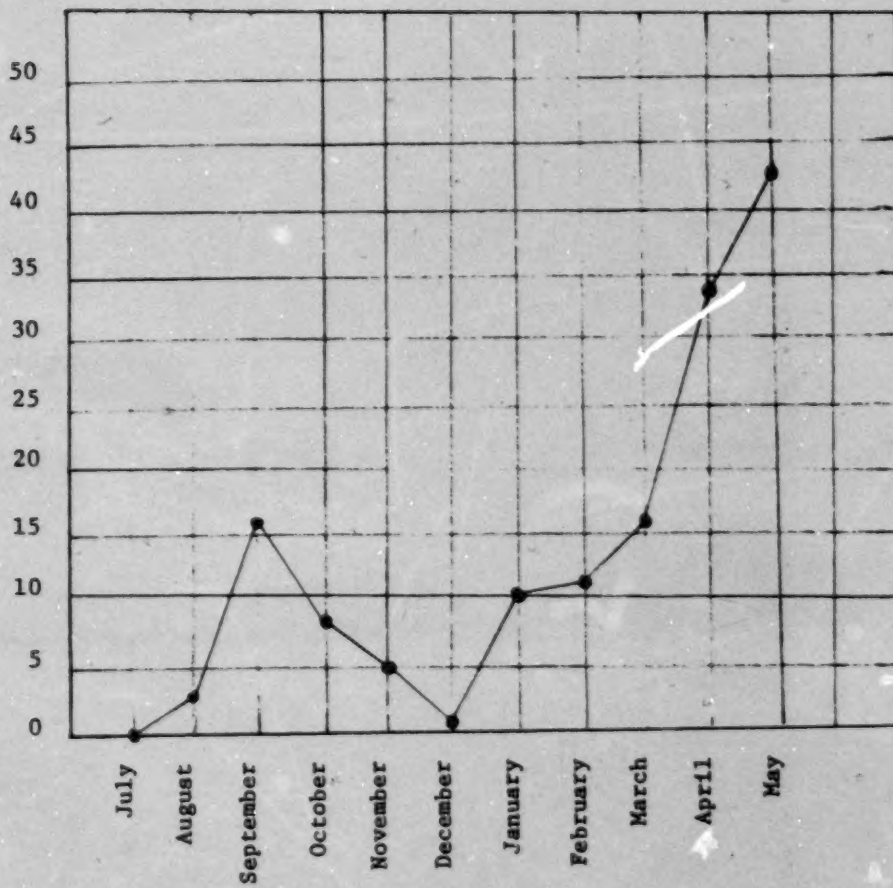
July 1975 - May 1976
475



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APPLICATIONS FILED

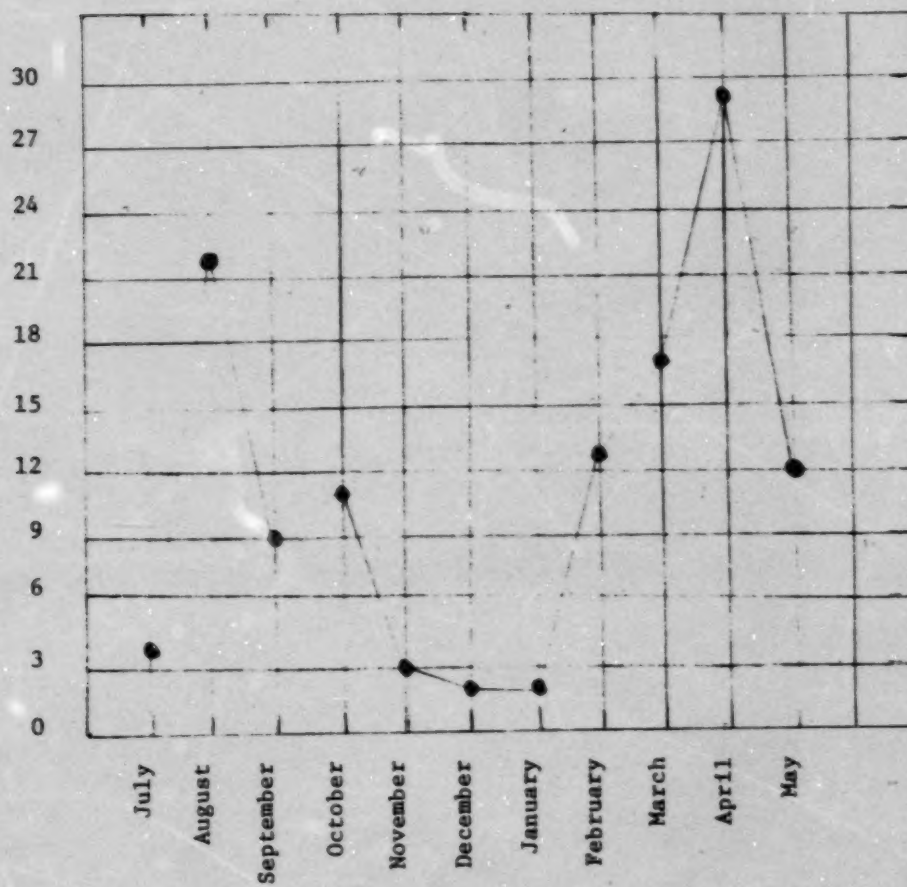
July 1975 - May 1976
147



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PLACEMENTS
July 1975 - June 1976

124



FOUR-YEAR FOLLOW-UP SUMMARY

Weatherford Independent School District

Summary of All Students

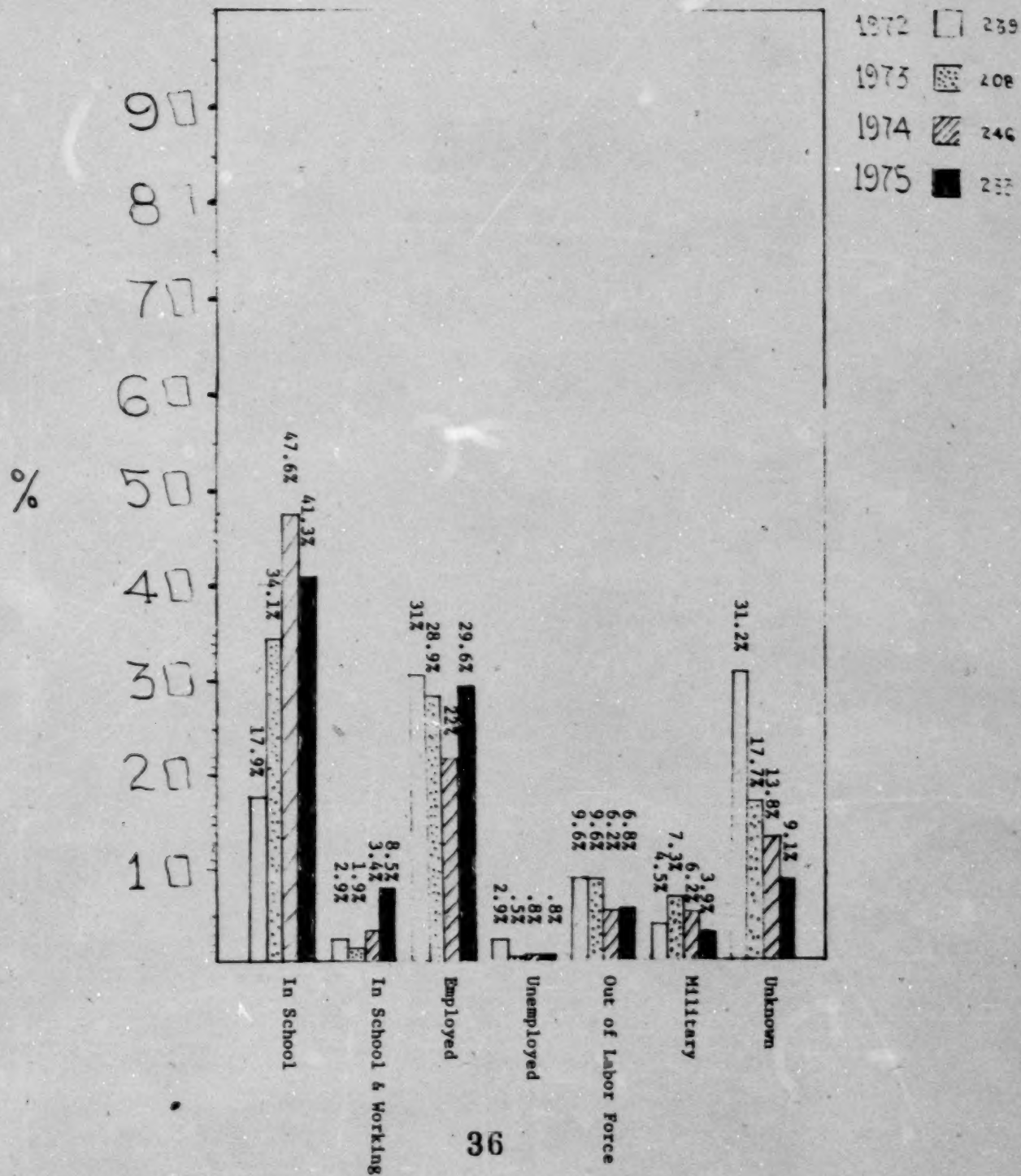
May 1976

CLASS OF	1971-1972	1972-1973	1973-1974	1974-1975
TOTAL NUMBER IN FOLLOW-UP	239	208	246	233
VOCATIONAL STUDENTS		109	108	160
ACADEMIC STUDENTS		99	138	73
IN SCHOOL	43	71	117	96
VOCATIONAL STUDENTS		21	32	59
ACADEMIC STUDENTS		50	85	37
IN SCHOOL & WORKING	5	4	8	20
VOCATIONAL STUDENTS		3	3	13
ACADEMIC STUDENTS		1	5	7
EMPLOYED	75	60	54	69
VOCATIONAL STUDENTS		39	37	51
ACADEMIC STUDENTS		21	17	18
UNEMPLOYED	5	1	2	2
VOCATIONAL STUDENTS		0	0	1
ACADEMIC STUDENTS		1	2	1
OUT OF LABOR FORCE	23	20	15	16
VOCATIONAL STUDENTS		13	9	13
ACADEMIC STUDENTS		7	6	3
MILITARY	11	15	15	9
VOCATIONAL STUDENTS		13	9	8
ACADEMIC STUDENTS		2	6	1
UNKNOWN	77	37	34	21
VOCATIONAL STUDENTS		20	17	15
ACADEMIC STUDENTS		17	17	6

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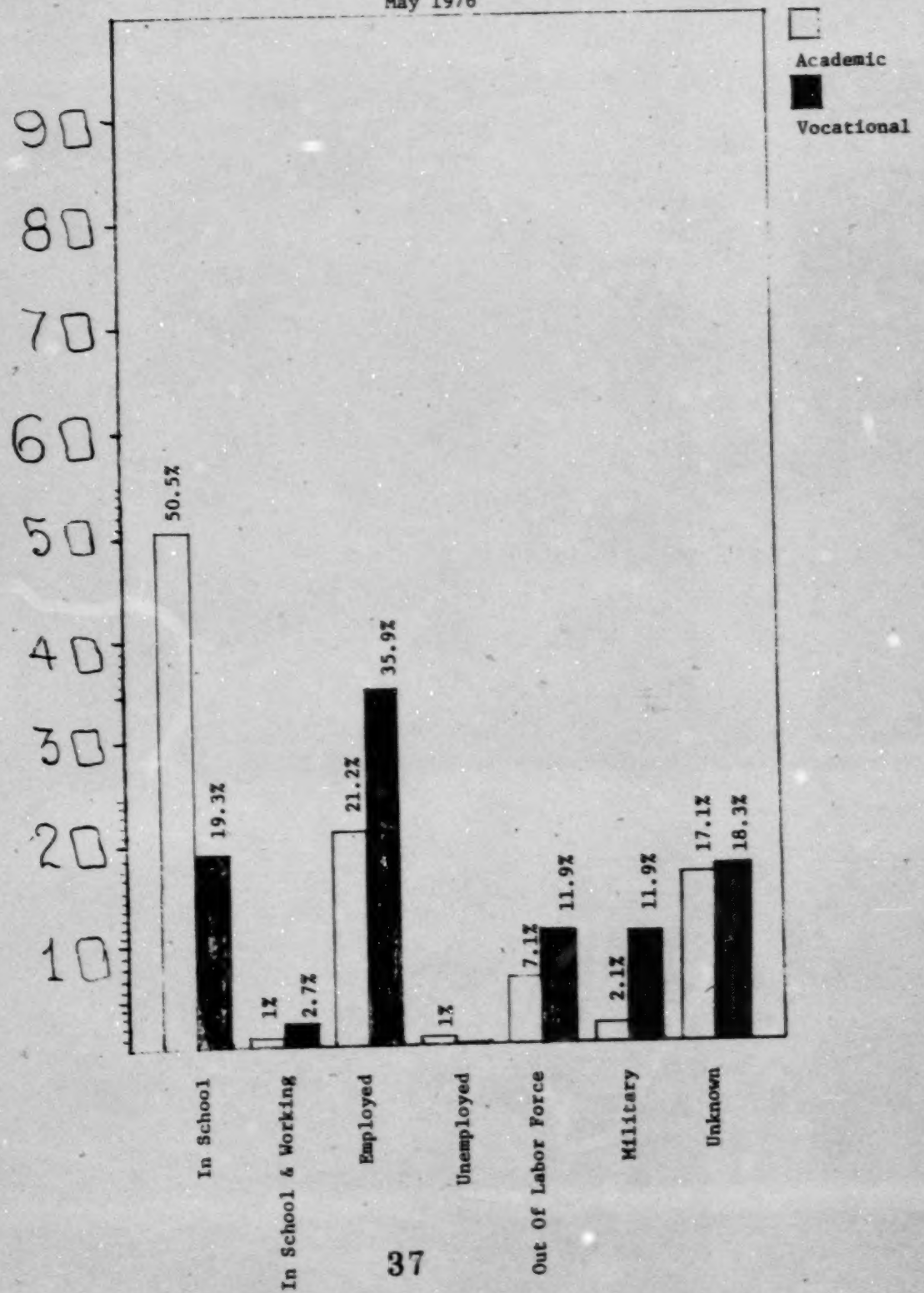
FOLLOW-UP 1972-1975

May 1976



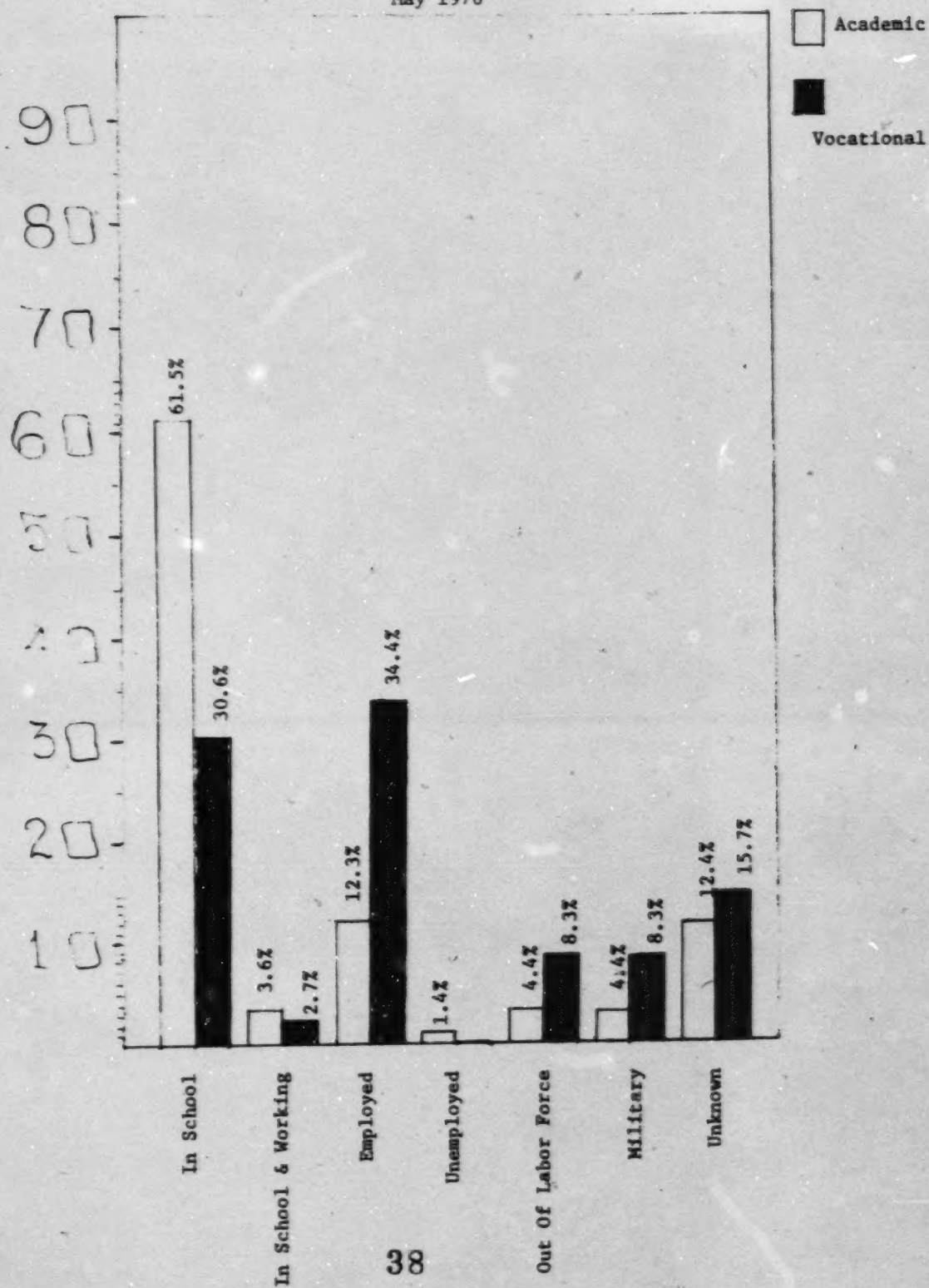
1973

May 1976



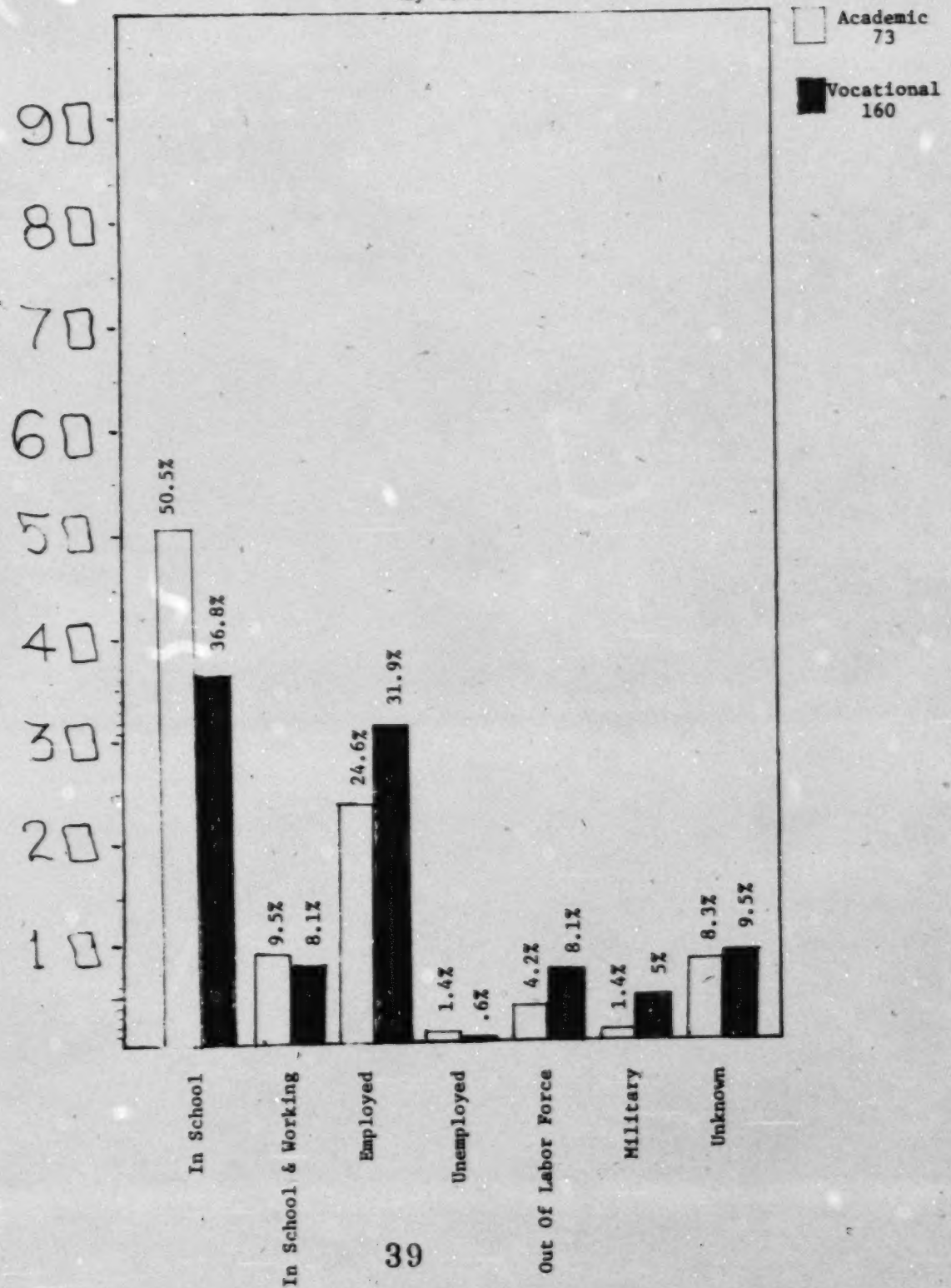
1974

May 1976



1975

May 1976



FOLLOW-UP TABULATIONS

May 1976

[illegible]

1973

May 1976

30

86.1%

May 1976

31

1975

May 1976

32

COMMENTS

GENERAL

1972 Graduates: 1976

1. Does not need additional changes.
2. More sport oriented activities, especially for girls. More than one student aid workclass for future teachers.
3. Teach the students to dress better.
4. All students should have experience with banks, loan company, insurance, police, hospital, simulated accidents, children, etc., comparison shopping and first aid courses.
5. I believe the level and standards of teachers should be more demanding.
6. More psychology and sociology courses would be beneficial.
7. Teach students how and what to study.
8. A basic course should be introduced that would include both marriage and family living.
9. A course on accounting and general business procedures would be helpful.

1973 Graduates: 1976

1. Concentration should be made not on memorizing facts but on how to apply them in certain situations.
2. Students should be taught things that would be beneficial to living.
3. Not enough music courses.
4. Encourage more personal study.
5. Helpful if a commercial art course were offered.
6. More preparatory business courses such as business law or accounting.
7. Too much emphasis on dress code.
8. I think there should be more academic programs with less vocational programs, more pre-college counseling early in one's high school life.
9. Offer more electives for students to choose from.

1974 Graduates: 1976

1. More and better business courses.
2. Physiology should be a required subject.
3. More classes that give a student opportunity to view the different jobs available.
4. Students should be taught how to utilize study time.

COMMENTS
(cont.)
GENERAL

5. More time spent on office machines.
6. More classroom study.
7. More freedom for students to express themselves.
8. Offer some economics courses.
9. Course on how to handle your money and what marriage is about.
10. Teach the students how to take notes.
11. More experience in working with people.
12. Dress code should be dealt with in a different manner.
13. For a good and just public school system, all teachers need to be on an open basis with the kids.
14. More stress on working with people.

1975 Graduates: 1976

1. Teachers should not judge a student personally.
2. More and better opportunities for financial aid for higher education.
3. Give the students a chance to think for themselves.
4. Help the students find a job they are interested in and help them make a go of it.
5. There should be a larger variety of classes.
6. Require a higher degree of study.

GUIDANCE

1972 Graduates: 1976

1. Attempt should be made to inform students of what types of jobs are available just before their graduation.
2. ROTC added.
3. Drop dress code and increase counseling services.
4. Counseling service stressed more.
5. More information on a larger variety of careers.

COMMENTS
(Cont.)

GUIDANCE

1973 Graduates: 1976

1. Have more people come from different professional areas.

1974 Graduates: 1976

1. Provide an indepth study of the possible professions and help with training.
2. Career Education is doing an excellent job.
3. More emphasis on ACT and SAT.
4. Students should be made more aware of the job market.
5. More attention should be provided to the student concerning the scale of demand for various careers.
6. Perhaps more information on college majors and minors for college bound seniors.

1975 Graduates: 1976

1. Counselors need to give you more accurate information concerning scheduling.
2. Offer a money management course.
3. I think more of an emphasis should be placed on learning instead of grades.
4. Teach key punch or have a computer program.
5. Don't be quite so strict.

VOCATIONAL

1972 Graduates: 1976

1. A general business course should be mandatory.
2. Additional business courses.
3. More vocational training, more counseling on the job market.
4. Possibly introduce computer service course or something.
5. Should have nursing program.
6. More emphasis should be made on job training.

COMMENTS
(Cont.)

VOCATIONAL

1973 Graduates: 1976

1. I believe more of the curriculum should be vocationally based for the student who doesn't plan to go to college.
2. Add more modern machinery.
3. More on the job training.

1974 Graduates: 1976

1. Douglas Price, Metal Trades teacher was very good.
2. Trade school classes which would only take one period.
3. VICA has helped me a lot.

1975 Graduates: 1976

1. More experience needed in blueprint reading.
2. Teach student to use a mig welder. You must know how to, to become a Certified Welder.
3. Teach a refrigeration and air conditioning course.
4. Vocational courses should be stressed more.
5. VOE program was very helpful.
6. Wish I had taken Building Trades.
7. The Special Education program is very good.
8. More safety in Metal and Building Trades should be taught.

ACADEMIC

1972 Graduates: 1976

1. A general business course should be mandatory.
2. Special class to help those who have difficulties with reading and writing.
3. Math should be emphasized more.

COMMENTS
(Cont.)

ACADEMIC

1973 Graduates: 1976

1. More concentration on writing techniques and reading skills.
2. Establish more advanced study for students.
3. More preparation for students pursuing the science field.
4. There should be more current government events in school.
5. There should be more college preparatory courses.

1974 Graduates: 1976

1. Grammar stressed more in the English classes.
2. More music courses offered.
3. Basics (math, science, English) should be emphasized.
4. Math program needs improving.
5. More emphasis on Math, English, History and Sciences.
6. Coaches should not teach a class.
7. Stronger emphasis on English, Grammar and writing.
8. Strengthening of the foreign languages department.
9. Perhaps more information on college majors and minors for college bound seniors.

1975 Graduates: 1976

1. The Science department should be improved.
2. More writing in senior English.
3. More emphasis academically.
4. More emphasis placed on college preparatory courses.
5. Offer more challenging courses to college bound students. Have a required lecture course.
6. Any additions that could be made to the music department would be very helpful.
7. Music theory and ear training courses are needed for college prep.
8. English program needs improving.
9. Need more selection of foreign languages.
10. History program should be improved.

Results and Accomplishments

The Career Education Curriculum Guides were revised and written in finished form during the summer of 1975. The guides were distributed to Weatherford Independent School District teachers in grades K-7 prior to the beginning of school during In-Service. Distribution was also made to K-7 teachers in nine Parker County schools. Three hundred eighty-four copies were distributed upon request to administrators and teachers in districts nation-wide during the school year.

Emphasis placed on increasing career awareness activities at the middle school level proved to be successful as indicated by:

- * the number of special materials requests processed by the Awareness Coordinator for middle school teachers;
- * the increase in study tours involving grades 6 and 7;
- * the increase in speaker programs for grades 6-8;
- * demonstration lessons conducted by the Awareness Coordinator in seventh grade classes; and
- * special materials requests filled by the Education Service Center, Region XI.

The Awareness Coordinator extended her services to the eighth grade subject area teachers. In addition to the "Career Corner" in the middle school library, a professional library was introduced by the Awareness Coordinator and the middle school counselor. The new library, located in a workroom at the school, contains materials on Career Education, guidance, instructional methods, discipline techniques, classroom resource materials, and other subjects. These items are available to teachers for check-out.

New Career Education resource materials were purchased for grades K-8 and placed in the library "Career Corners" of the four elementary schools and the middle school. The materials purchased for grades 6-8 were field-tested by classroom teachers and designated as to grade level and subject area usage. All resource materials will be placed in school libraries at the end of the project.

In the past, one problem in the Awareness Component has been the limited amount of usage of Career Education resource materials. During the second year of operation, "Career Corners" were introduced as teacher/student resource areas in the libraries of the four elementary schools and the middle school. During the 1975-76 school year, the Awareness Coordinator searched out new techniques for incorporating these resource materials into classroom learning centers and other forms of individualized instruction. The Awareness Coordinator arranged through the Education Service Center, Region XI, to have consultants conduct workshops on Career Education learning centers and teacher-made materials. The workshops provided the teachers with

the opportunity of viewing and constructing learning centers related to Career Education. Many of the resource materials used in the workshops are located in the library "Career Corners." The Awareness Coordinator attended workshops which provided additional information on Career Education learning centers and disseminated this information to classroom teachers. As a direct result of these efforts and the increased usage of curriculum guides which designate resource materials found in the "Career Corners," the librarians and the Awareness Coordinator have reported large increases in the amount of materials used by classroom teachers during the 1975-76 school year.

In the third year of the program, teachers began requesting materials from the Exploratory and Employability Skills Teacher during the first week of school due to increased awareness and availability of materials. As new materials were received throughout the year, a bulletin was placed in the mailbox of each high school teacher to notify them of these materials. Student referral by the counselors has also increased greatly. Response to the Mini Course taught by the Exploratory and Employability Skills Teacher has gained momentum as students become more aware of their need for practical information required to meet the demanding world of work which they are preparing to enter.

After completing registration of all students at the beginning of the school year in August, the High School Career Education Counselor held group sessions in career guidance in three English III classes. Eight guidance sessions were held in each class. The primary purpose of these sessions was to familiarize students in the eleventh grade with decision-making experiences involved in the world of work. Students were divided into groups which represented different business ventures. They were involved in making managerial decisions concerning employment of personnel, writing and reviewing resumes, interviewing job applicants and solving work and personnel problems. It was hoped that through these experiences students would gain an insight into the real world of work for which they were preparing.

The High School Career Education Counselor met with all freshmen in American History classes to inform them about various careers for which they might prepare while in high school and to impress upon them the importance of making early preparations for their career goals.

Students were furnished with handouts at registration to describe the "Career Corner" and its usage. Teachers were given information about materials available for them and their students in the counselor's office and the "Career Corner."

The High School Career Education Counselor used the "Career Corner" to emphasize a different career area each week during the year. Announcements and displays were used to publicize and provide information on the career area focus.

The booklet, "After High School, What?" which provides students with local information on job opportunities, training facilities, colleges, etc. was given to all seniors and graduating juniors. A copy of the booklet is included in the appendix of this report.

The Elementary Counselor, through the RACE Project, made valuable contributions to four elementary schools by beginning and maintaining counseling and guidance services. Efforts were made to establish guidance as an integral part of the continuing educational program at the elementary level, responsible for assisting all individuals in developing positive self concepts, effective human relationships and aid understanding of current and potential life roles, settings and events. After field-testing materials, each school was equipped and supplied to provide these services.

Group sessions conducted through all the classrooms have proven most effective as a way to provide developmental guidance for all elementary students. Teachers also became knowledgeable of guidance materials and procedures as the counselor conducted sessions in their rooms. Middle School personnel state that as a result of the elementary guidance sessions, sixth grade students know the role of the counselor, understand guidance services available to them and more readily seek them as needed.

Individual counseling increased during the year as student, parents and school personnel became aware of needs and problems. One of the most successful aids to communication between students and counselor was the use of a "Bother Box" in each school. Some informal visits to classrooms and playgrounds increased the "listening time" available to students.

The elementary teachers, when surveyed, indicated that the group guidance sessions and the individual counseling were the most beneficial services. They requested more counselor time in their schools.

During this project, high priorities were set on professional growth and the determining and meeting of school and community needs. The Elementary Counselor participated in the accreditation evaluation of the Weatherford Independent School District and attended and participated in numerous conferences, workshops and in-services. Some were: Texas Personnel and Guidance Association Conferences, Region XI Education Service Center workshops for counselors and for Career Education, Alternative Discipline Model In-Service, Parker County Drug Prevention Seminar, Family Seminar, and Career Education Interregional meetings. Much information has been brought back to the schools and community.

Evaluation of the Project

The evaluation of Project RACE was made in its third year of operation in accordance with a plan submitted to the United States Office of Education by Development Associates Incorporated of Washington, D. C. This plan is titled "Draft Guidelines for the Evaluation of Career Education Programs." According to Development Associates Incorporated, the primary purpose of the plan is to provide information to project managers and policy makers at the local level to assist them in evaluating their efforts in Career Education and to provide national policy makers with essential information.

"At the broadest level, there are four phases in evaluating any program: specifying what is to be evaluated; designing the evaluation plan; implementing the plan; and reporting the findings."

The Weatherford Independent School District acted in accordance with instructions from the United States Office of Education and prepared a statement of work and an overview of Project RACE. These instruments were sent out to evaluators along with requests for bids to several evaluators. Educational Services Incorporated of Waco, Texas, was selected to evaluate the program after no other competitors submitted bids. This evaluator has the background knowledge of Project RACE that ensures continuity of evaluation procedures and provides the program with a consistent plan of operation.

The final evaluation prepared by Educational Services Incorporated is attached to this report as a separate exhibit.

Conclusions and Recommendations

As a direct result of the efforts made by the Awareness Coordinator in the third year of operation, teachers in grades K-7 have demonstrated renewed interest and a greater degree of involvement in Career Education. The demand for coordinator assistance in all areas has seen tremendous growth during the 1975-76 school year. It is, therefore, recommended that a coordinator be provided for grades K-8 on a permanent basis. The Awareness Coordinator has made the following recommendations:

- * that a formal teacher-training program in occupational information, methods and media be implemented for K-12 teachers and administrators;
- * that librarians be provided In-Service training in purchasing, evaluating and up-dating occupational information;
- * that a teacher job-study program be initiated to allow teachers to earn "Professional Growth Units" for work in fields related to their subject areas;
- * that funds be increased for off-campus visitations for K-8 classes.

The Exploratory and Employability Skills Teacher has been most successful in providing opportunities for students to have first-hand experiences with occupations in which they are interested. They have also been given instructions about the procedures to follow in finding employment and keeping a job after they have become employed. This component of Project RACE has been outstanding in achieving the goals it was established to achieve.

The value of guidance and counseling at the elementary, middle and high school levels has been recognized by parents, teachers and administrators as more planned and individual attention has been given to students seeking answers to individual problems and guidance in making career decisions. Counselors at each of these levels have proven the need for expanded counseling programs as they have provided service to a very large student population. The High School Career Education Counselor has been approved for local funding for the 1976-77 school year. An increase in the number of counselors, especially at the elementary school level, would be advisable as one counselor for four schools has a most difficult job to accomplish. A summary of teacher comments regarding the elementary counseling component made in the "Elementary Counseling and Guidance Teacher Survey" is included in the appendix of this report.

The Placement and Follow-Up Coordinator, acting as an extension to the high school counseling program, has become a valuable asset to the students and the community by providing both full-time and part-time jobs. The follow-up work being conducted should lead to recommendations for changes to the academic curriculum that will make the educational processes more meaningful in the Weatherford Independent School District. Due to the increase in placement requests it is recommended that placement services be continued in some form on a permanent basis.

Project RACE has made some very important and meaningful contributions to all grade levels in the school district and in the community which gives its support to the school. These contributions have been described in detail in other parts of this report. The contributions are recognized by administrators of the schools and the Board of Education. Much of the success of this program can be contributed to the strong endorsement and support given by the Superintendent of Schools and the Board of Education.

APPENDIXES

APPENDIX A
ELEMENTARY COUNSELING AND GUIDANCE TEACHER SURVEY

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ELEMENTARY COUNSELING AND GUIDANCE

TEACHER SURVEY

In 1973, Researched Activities for Career Education, RACE, began a three year, federally funded program in the Weatherford Independent School District. In an effort to aid adjustment to school as a way to aid adjustment to life, one of the components funded by RACE was an elementary counselor who would work one day a week in each of the four elementary schools. The following represent some of the activities begun in the schools as a result of having this addition at their level for the first time. Some Orientation or Inservice training was given to teachers each year. Group guidance sessions were conducted by the counselor on a grade rotation basis for approximately fifteen hundred students, Kindergarten through the fifth grade, in the elementary classrooms: crisis or individual counseling was done by referrals. An effort was made to equip and supply each school on an equal basis. Guidance information and materials were made available to the teachers and special assistance or special guidance sessions were available by request. RACE funding gave the opportunity to begin building the concept that all people are a part of the guidance program with the elementary counselor a part of the services.

In February 1976, the following questionnaire was submitted to teachers in the elementary schools of WISD to obtain their comments on certain aspects of the Elementary Counseling and Guidance program.

The number of teachers responding from each school and the totals of all the school are:

BOWNE	CROCKETT	TRAVIS	STANLEY	TOTAL NUMBER
13	11	11	22	62

The following summary and the survey sheets give the questions submitted with the number and percent of teachers' responses and comments.

This survey indicates that most of the WISD elementary teachers responding to the questionnaire are aware of the services offered through the guidance and counseling program and have utilized some of the services with their students. Questions one and five seem indicative of teachers' knowledge and acceptance of the program.

In question one, fifty-one out of sixty-two teachers (82.3%) thought the services had been explained and available to them in their schools. Nine out of the eleven negative or no response answers came from one elementary school which tends to skew the overall response for the four schools. Comments made from this school indicate their preference for handling their own school problems without the services of special programs.

On question five which asks whether this service has been beneficial to teachers and their students 66% of the teachers indicated "yes" 24% marked "no" and 10% checked "no response." Four of the teachers who checked "no" asked for more time for their school or a full time counselor, on their comments. This would seem to indicate that they accept the program but are stating that the present schedule spreads the services too thin. Some of the teachers checking "no response" explained on their questionnaire that they taught special classes instead of having regular classrooms and felt this would not apply to their situation. More than two-thirds,

then, of the teachers responded that they felt this service had been beneficial to them and their students.

Percentages on question two identify the areas of elementary counseling and guidance that teachers thought have been helpful to them. The two areas checked as being considered beneficial by most teachers were the group guidance sessions in their classrooms, (81%) and individual student referrals. (68%)

The other questions had various responses and comments and are listed in the body of the survey. A summary of the teachers' comments may suggest the following needs:

- . More counselor time in each school
- . Identified space readily accessible to students, parents, and school personnel
- . Privacy, without interruptions or distractions
- . Means to communicate with parents, possibly home visits
- . Plans for continuing orientation to the counseling and guidance program
- . More emphasis on being a consultant to teachers as they implicate guidance techniques into their own classrooms
- . Clarify the role of teacher, counselor, administrator, parent and community in the elementary guidance program
- . Correlate elementary school guidance activities and goals with those of elementary education

ELEMENTARY COUNSELING AND GUIDANCE QUESTIONNAIRE

Responses and Comments

1. Have the services offered through elementary guidance and counseling been explained and available to you in your school?

Yes - 51 (32.3%) No - 9 (14.5%) No Response - 2 (3.2%)

Comments:

I know very little of what RACE is doing since it appears not to apply to my students. (Special Education)

This does not apply to me.

I have not really had the services explained, but the Counselor has introduced herself and offered her assistance in any way she can help me.

I feel we need to have a Counselor available more than one day a week.

2. Check below the ways the services of the elementary counselor have been helpful to you:

50	81%	Group guidance sessions in classroom.
42	68%	Individual student referrals.
27	44%	Bother Box notes of students.
7	11%	Assistance with parents.
18	29%	Assistance with guidance materials, Magic Circle.
17	27%	Assistance with student orientation and adjustment to school.
7	11%	Assistance in communicating with special student services, or other school personnel.
15	24%	Assistance with testing program of students, either individual or group (Absentee).
2		Other areas of use:

(personal counseling)

Comments:

This does not apply to me because the service has not been given to my children (TMR).

Appears this is geared to regular classroom.

Have no homeroom and these questions do not apply.

Could aid in explaining of prescriptions.

I have not found them to be helpful.

I have appreciated the help I have gotten from our elementary counselor.

The pupils counseled have shown little change in their behavior and attitudes.

I feel she should come into the room more than once a year.

We need the counselor more time than she is available to us. Student/counselor ratio in system should be smaller.

3. What do you think your students gain from elementary guidance and counseling?

50 - 81% responded with following comments

An opportunity to speculate and offer opinions they might not otherwise give to the teacher.

I don't think they have had any.

Each elementary teacher should handle their problems without use of counselor.

The students can benefit from the resource material that the counselor has.

In the lower grades most teachers are capable of handling most situations - counselors are not always available when the need arises.

They learn how to express their feelings. They learn good moral values. They learn how to relate to others.

They gain more of an opportunity to think about themselves.

I don't feel like my students have really gained much of anything from counseling.

None.

I hope they discover more about themselves and living with others.

Not sure.

Their attitudes have been helped.

1. Someone to really discuss problems with.
2. Someone to help them find a goal (behavior or study).

Not sure - perhaps something.

Very little.

I have appreciated the help I have gotten from our elementary counselor.

Talking things over to someone who will listen.

Not much.

Can not tell this year, but perhaps it helps in their self-evaluation.

Help in clarifying values - a chance to talk.

Greater appreciation of group harmony, good citizenship behavior, and respect and thoughtfulness of others through group sessions conducted by the counselor.

Self awareness - help in problem solving - someone they can ask questions of that they feel can spend time with in a one-to-one relationship.

More in-depth self-understanding. A place to turn for help when it is felt teacher cannot help.

Helpful to some degree.

I don't feel that guidance on the elementary level is as beneficial to students as on the upper grade levels. One day a week is poor if a child needs guidance they need it then not wait until the day the counselor is at your building.

I feel that there is not enough time spent with students, either individually or in group sessions, for these sessions to be meaningful.

Not a great deal.

Help for "troubled" students. Help in problem solving - group sessions.

Opportunity of problem solving with adult other than teacher.

It helps them understand themselves and others. It also gives additional help to troubled children.

Through this program, the children, as a class, are made aware that all people have similar life problems and there are avenues of help for each one, individually and collectively.

Help and advice is given to those who do have problems.

The opportunity to have correspondence on a one-to-one basis.

Made aware of themselves as individuals.

If they use the counselor then it's good.

Individual awareness.

Self-awareness.

Personal contact with a caring person.

They learn more about themselves, and also their classmates.

An interested adult to listen and be friendly. Self-awareness through filmstrip and discussion.

The group sessions are usually beneficial for my students.

Have an outlet to discuss and work out problems - often, the teacher is too close to the problem to be objective.

They gain a better self-image of themselves and a better knowledge in ways to help themselves.

1. Insight into self-conduct - areas of behavior.
2. Builds self-concept & confidence.
3. Better peer rapport.

Re-enforces the guide lines and standards set up by the classroom teacher.

Counselors are sounding boards for students who need someone to listen to them. Sometimes she can help students like themselves better - Give encouragement.

In some cases, behavior seems to be more appropriate.

The children enjoy Mrs. Witherspoon coming to the room and talking with them.

Possibly.

4. What school facilities, planning and personnel are necessary to have this service?

37 - 60% responded with following comments:

Don't know.

I believe that it would be more beneficial for the counselor to have a more private room.

A counselor! We need her 5 days a week instead of one. She needs a room of her own.

Counselor, room, materials, director of counselors.

More than 1 counselor for all elementary schools.

A counselor.

Just an appointment by counselor and use of my room 15 minutes about every 3 months.

School facilities - wherever space is available.
Planning - arrangements made 1 week for next week.
Personnel - counselor.

What we have now seems very adequate.

Difficult to schedule with all extra personnel that we have now.

A good listener - a person trained to help children with their feelings.

Elementary counselor working with the four elementary schools.

An area they can work with an individual and not be disturbed.

Counselor needs office.

A room. A counselor for each school.

A large room, audio-visual equipment, one full-time counselor for each elementary school.

A visiting teacher and use of a room part of the time.

The counselor needs a room and maybe a short conference time with the individual teacher.

Room, qualified instructor, and coordination with classroom teachers.

We need an elementary counselor at each elementary school - everyday - with her or his own room - this would greatly benefit the program and the counselor - teacher communication and planning.

Private office for conferences.

A room for privacy. A person with whom a child can feel comfortable.

Office - need a private room.

The counselor's office is not as private as it should be.

Classroom.

Counselor, equipment, classroom, office.

A private room with regular-type doors.

Counselor, time, office.

Need a more private office.

A time convenient for the teacher, class, and counselor.

Needs more privacy to work with students.

A room provided to take care of their private counseling without interferences.

Office for counselor - private area for individual counseling.

Counselor. Testing personnel. Films - books - office (Which we have).

Office - cassettes, filmstrips.

Classrooms - counselor's office.

Room for use - classroom or speech room. Planning for various types of problems.

5. In your opinion, has this service been beneficial to you and your students?

Yes - 41 (66%)

No - 15 (24%)

No Response - 6 (10%)
or N/A

6. What comments or suggestions do you have concerning the elementary counseling and guidance program?

35 - 57% Responded with following comments:

Can it be brought into special education?

It should be o.k. for upper levels but difficult for lower grades.

I feel counseling of problem students should require home visits by counselor.

I'm very satisfied and pleased with the counselor's work. Wish we could have her 5 days a week.

None.

Better instructions or explanations on what services are available.

I can see more need for this work in the upper elementary grades.

One day a week offers only limited help to elementary students because more often than not the impression made by the visit last week has long since slipped away - it's almost like "beginning again" each time.

It might be beneficial if the counselor was available more than one day a week. She is spread too thin to be of much service.

The counselor needs to be able to spend more time with the children. Once a week is not enough.

None.

The counselor must realize we deal with groups like 30 at a time and she counsels with only a couple at a time.

We need a full-time counselor for each school.

Need a counselor that can be in the school more than one day a week. Spread too thin.

For simple problems or someone who needs to talk - the counselor's fine. For a deeper problem, we need someone with more training.

I'm in doubt as to whether the effectiveness of this program is worth the cost to the taxpayers or not. Although it has been beneficial to me and my students, I often wonder if the services of a full-time teacher that this program requires would be more beneficial in a classroom, thus lightening the pupil-teacher ratio in other classrooms.

The counselor needs to be at each school more than one day a week. As it is now there is too much of a time lag between group sessions, etc.

Counselor needs at least 2 days per school. We need 2 counselors at least.

I feel if we had this individual in the classroom working with more, she could be more effective.

Counselors should not have to divide their time between schools. Group sessions should be at least weekly. As it stands now, the children do not see enough of the counselor for a really good rapport to be established.

So long as it was federally funded, ok, but I feel that our money could be more profitably used for regular classroom teachers.

The counselor needs to be in the building more than one day a week. She doesn't have enough time in one day to have sessions with all (rooms) students or to talk with teachers about an individual child's problems.

We need an elementary counselor at each elementary school - EVERYDAY - with her or his own room - this would greatly benefit the program and the counselor-teacher communication and planning.

A schedule of office hours should be posted.

More time for each room or individual.

We have received some helpful films for awareness to use in our room. This has been more helpful than anything.

She's not here half the time and a teacher cannot depend on her.

The counseling program, I think, is good. However, the school counselor is not at the school enough to really be beneficial. When she/he is at the school there is not enough time in the day to do everything and to get caught up.

FULL-TIME COUNSELOR!

We need a full-time counselor.

More counselors - one for each school - so more time can be given to individual student counseling.

A good program. Very necessary.

More time per school which in turn would be more time for students with special problems.

Teachers need to realize counselor has own schedule to consider. I often hear that the counselor is never around when needed - It's hard to put off a problem until the day she is here.

The children have enjoyed the filmstrips about other children and their problems and ways to help overcome some of their own problems.

We would like to continue this service. It is beneficial.

APPENDIX B
ELEMENTARY GUIDANCE MATERIALS

ELEMENTARY GUIDANCE MATERIALS

K-5

MULTI-MEDIA KITS

First Things: Elementary Series, Guidance Associates

Who Do You Think You Are?
You Got Mad; Are You Glad?
What Happens Between People?
What Do You Expect of Others?
Guess Who's in a Group?

First Things: Social Reasoning Series, Guidance Associates

How Would You Feel?
How Do You Know What's Fair?
How Can You Work Things Out?
How Do You Know That Others Will Do?

First Things: Values Series, Guidance Associates

You Promised!
The Trouble with Truth
That's Not Fair!
What Do You Do About Rules?
But It Isn't Yours...
A Strategy for Teaching Values-Staff Development

Understanding Changes in the Family, Guidance Associates

Siblings
Adoption
Divorce
Death

Career Awareness: A Primary Introduction to Career Education,
Society for Visual Education, Inc.

I Have a Brain
I Have a Body
I Can Do Things
I Can Make Choices
The Work People Do

Career Discoveries, Guidance Associates

People Who Work in Science
People Who Create Art
People Who Make Things
People Who Organize Facts
People Who Help Others
People Who Influence Others

Me, Myself, and I, Eye Gate

Who Am I?
Why Do My Feelings Change?
What Can I Do About It?
How Can I Improve Myself?
What About Other People?
Where Do We Go From Here?

Discovering Your Personality, Guidance Associates

Exploring Your Feelings
Who Are You?
Belonging to a Group

Learning to Live With Others, Group 1, SVE-Singer

Learning to Be Your Best Self
Learning to Be Responsible
Learning About Listening
Learning What Giving is All About

Learning to Live With Others, Group 2, SVE-Singer

Learning to Trust Others
Learning to Keep a Promise
Learning About Patience
Learning to Face Up to Mistakes

Foundations for Occupational Planning, SVE-Singer

Who Are You?
What Do You Live to Do?
What is a Job?
What Are Job Families?
What Good is School?

Career Values: "What Really Matters to You?", Guidance Associates

Job Attitudes: "Why Work At All?", Guidance Associates

Making the Most of Your Field Trip, Guidance Associates

Career Insights and Self Awareness, Houghton-Mifflin Company

Focus on Self-Development, Science Research Association

Stage One: Awareness
Stage Two: Responding
Stage Three: Involvement

Duso Kit 1- Developing Understanding of Self and Others, American
Guidance Service, Inc.

Duso Kit 2- same

TAD Kit- Toward Affective Development, American Guidance Service, Inc.

Human Development Program-Magic Circle materials

Our Feelings, ACI Media, Inc.

Learning About Me
Learning About Others
Caring
Of Loneliness and Love
It's OK for Me: It's OK for You

TEACHING PICTURES OR STUDY PRINTS

"Moods and Emotions"
"Learning About Values"
"Social Development"

GUIDANCE LIBRARY

Better Living Series, SRA
The People Around Us, American Guidance Service Inc.
Everywhere We Go, American Guidance Service Inc.
The Human Values Series
Role-Playing for Social Values: Decision Making in the Social Studies
Maintaining Sanity in the Classroom
Guidance & Counseling in Elementary School
Developmental Counseling and Guidance: A Comprehensive School Approach
Values and Teaching
Values Clarification
P.E.T. - Parent Effectiveness Training
T.E.T. - Teacher Effectiveness Training
Declare Yourself
Born to Win
Hide or Seek
On Becoming a Person
Reality Therapy
How to Study
TLC: Talking, Listening, Communicating
Turning on to Better Living
Popeye Career Awareness Program, King Features

APPENDIX C

EXPLORATORY AND EMPLOYABILITY SKILLS COMPONENT

APPLICATION FOR EXPLORATORY PROGRAM

Name: _____

Grade: _____ Age: _____ Phone: _____

Address: _____

Parent's Name: _____

What is presently your career interest? _____

Would you be interested in observing a person in this occupation?

How do you think observing this career would benefit you?

Please return this form to:

Mrs. Sylvia Anderson
Career Education Office
Mobile Home

TO PARTICIPATE IN THIS EXPLORATORY PROGRAM, YOU MUST FURNISH YOUR
OWN TRANSPORTATION.

Dear Parent or Guardian:

This year the Career Education Department at Weatherford High School is continuing the Exploratory Program for the benefit of junior and senior students who will soon be faced with the option of continuing their formal education or pursuing a career in the world of work. We hope to give these students an opportunity to observe a career of their choice in action.

If your son or daughter expresses an interest in this program and you are desirous of them pursuing that interest, we will assign them to work with or observe a person who is actually performing the kind of work in which the student is interested. He/she will be responsible for his/her transportation to and from the place of business where observation is to take place.

We must have your permission to pursue this activity; therefore, we will ask you to sign a waiver absolving Weatherford Independent School District of any responsibility for your son or daughter during this observation period.

The student will have an excused absence from school, as this activity is a part of the Weatherford High School Educational Program.

Sylvia Anderson
(Mrs.) Sylvia Anderson
Career Education

WEATHERFORD HIGH SCHOOL
Career Exploratory Program

PARENTAL PERMISSION STATEMENT

My son/daughter has my permission to participate in the Weatherford High School Career Exploratory Program.

I will not consider the school responsible for his/her safety while participating in this program.

I understand that transportation for my son/daughter will not be provided by the school. In the event of accident or injury, I will not consider Weatherford High School responsible. I understand that my son/daughter will not attend scheduled classes at Weatherford High School on the day he/she participates in the Exploratory assignment.

Parent/Guardian

PRIOR ARRANGEMENT FORM

WEATHERFORD HIGH SCHOOL

Student's Name _____ Date _____

Date to be absent _____

Reason for absence _____

Teachers are requested to check below whether the student is doing satisfactory or unsatisfactory work.

PERIOD	TEACHER	SATISFACTORY	UNSATISFACTORY
0			
1			
2			
3			
4			
5			
6			

Principal _____ or Vice Principal _____

The student is to return this form to the office signed by a parent or guardian. This form will be accepted as the absence permit.

Parent's signature _____

Approved for:

Excused absence _____

Unexcused absence _____

Not to be counted absent _____

Days against exemptions _____

OBSERVATION EVALUATION

Name of Student: _____

I certify that the above named person has observed my routine occupational activities.

Signature

My comments pertaining to the student observation activity:

Name of person being observed: _____

His/Her occupation: _____

Date of observation: _____

Describe his/her job duties as you see them. _____

What is your reaction to this day of observation? _____

APPENDIX C

MINI COURSE "PREPARING FOR THE WORLD OF WORK"

MINI COURSE

ON

Employability Skills



PREPARING FOR THE WORLD OF WORK

A Mini Course on Employability Skills

Instructor: Sylvia Anderson

**Weatherford High School
1007 South Main Street
Weatherford, Texas 76086**

OUTLINE

- I. Procedures for obtaining a Social Security Card will be explained to those students who do not have one. Applications are furnished.
 - A. Explain "Request for Change in Social Security Records" card.
 - B. Explain "Request for Statement of Earnings" card.
- II. Discussion of job trends--now to 1980 (Student Handout)
- III. Discussion--Why do people work?
 - A. Reasons (Place three categories on board--Economic Reasons, Social Reasons, Psychological Reasons--and ask students to place numbers one through seven under the appropriate category.) Instructor may list additional categories, if desired.
 - 1. Monetary gain
 - 2. Personal recognition
 - 3. Work recognition
 - 4. Achievement
 - 5. Feeling of importance
 - 6. Security
 - 7. Education, training, and experience
 - B. Discuss lifestyles - differentiate between necessities and luxuries
- IV. Self-Inventory - Data Sheets
- V. Plan for job hunting
 - A. Sources of occupational information
 - 1. Newspapers (We use ads from Fort Worth Star-Telegram and ask students to cut out examples of different types of employment ads.
 - 2. Telephone directories (explain how to effectively use one in job hunting - Student Handout)
 - 3. Friends, relatives, social contacts (mention nepotism in state agencies)
 - 4. State Employment Commission (ask Texas Employment Commission representative to visit class)
 - 5. Civil Service announcements (where these are found)
 - 6. Private employment agencies (discuss pros and cons)
 - 7. Door-to-door
 - 8. Union halls
 - B. Mention a letter of application and show sample.
 - C. Writing a resume--write to fit a particular job.
 - 1. Show sample and explain procedures for composing resume.
 - 2. Each student will write resume. Final copy handed in will be acceptable for mailout, with copy of high school transcript attached to back of resume.
 - 3. Stress up-to-date references and the importance of securing permission for use of references.

- D. How to fill out a job application.
 - 1. Explain in detail the procedures (using a transparency).
 - 2. Show samples of different types of job applications.
 - 3. Each student will file a job application in legible form in blue or black ink, or type.
 - 4. Game may be utilized in explaining job applications. (Name: "Applying for a Job".)
 - 5. Discuss such terms as "bonded", "police record", "security clearance", and "bankruptcy."
- E. Appearance on Job Interview (Student Handout--"How Do I Look?")

A pamphlet "Making the Most of Your Job Interview" is handed to each student prior to discussion. Copies of this pamphlet are available from New York Life Insurance representative in your city.

- F. How to act on the interview.
 - 1. Questions usually asked on an interview (Student Handout)
 - 2. Do's for a Job Interview (Student Handout)
 - 3. Film, "I Want to Work for Your Company"
 - 4. Role-playing situations
 - a. Students will be advised to take resume and employment application when being interviewed.
 - b. At least four interviews will be conducted. The Director of Placement and Follow-Up conducts several interviews; then two students are selected or volunteer to role play the part of the interviewer and the interviewee.
 - c. Students will critique persons being interviewed.
 - 5. Stress importance of knowing when interview is over and asking if you may call back, provided the employer doesn't offer you a job immediately.
 - 6. Make students aware that some employers may require a battery of tests. Administer a short sample of a typical employment agency test.
- G. Getting and keeping a job.
 - 1. View film "Your New Job."
 - 2. Discuss how to change occupations if you are unhappy in your present one.

ID CN DO 821

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Block or Dark Blue Ink or Use Typewriter.

1 **Print FULL NAME YOU WILL USE IN WORK OR BUSINESS** (First Name) (Middle Name or Initial—if none, draw line —) (Last Name)

2 **Print FULL NAME GIVEN YOU AT BIRTH** (First Name) (Middle Name or Initial—if none, draw line —) (Last Name)

3 **PLACE OF BIRTH** (City) (County if known) (State)

4 **MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)**

5 **FATHER'S FULL NAME (Regardless of whether living or dead)**

6 **YOUR DATE OF BIRTH** (Month) (Day) (Year)

7 **YOUR PRESENT AGE** (Age on last birthday)

8 **YOUR SEX** MALE FEMALE

9 **YOUR COLOR OR RACE** WHITE NEGRO OTHER

10 **HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER?** NO DON'T KNOW YES (If "YES," Print STATE to which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 **YOUR MAILING ADDRESS** (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 **TODAY'S DATE**

13 **TELEPHONE NUMBER**

14 **NOTICE:** Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than \$1,000 or imprisonment for up to 1 year, or both. Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service FORM 55-5 (2-75)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE SOCIAL SECURITY ADMINISTRATION

REQUEST FOR CHANGE IN SOCIAL SECURITY RECORDS

Form Approved Budget Bureau No. 72-E 121.

Read Instructions On Back Before Filling In Form. Print in dark ink or use typewriter.

SOCIAL SECURITY NUMBER

1 **IF REQUESTING NAME CHANGE** (First Name) (Middle Name or Initial—if none, draw line —) (Last Name)

2 **Print NEW NAME HERE EXACTLY AS YOU WILL USE IT AT WORK** (First Name) (Middle Name or Initial—if none, draw line —) (Last Name)

3 **DATE OF BIRTH** (Month) (Day) (Year)

4 **BIRTH DATE PREVIOUSLY REPORTED (If different from Item 3)**

5 **PLACE OF BIRTH** (City) (County) (State)

6 **SEX** MALE FEMALE

7 **MOTHER'S FULL NAME AT HER BIRTH (her maiden name)**

8 **FATHER'S FULL NAME (Regardless of whether living or dead)**

9 **DO YOU HAVE YOUR CARD?** YES ☐ IF "YES," ATTACH CARD ON BACK OF THIS FORM. IF "NO," ENTER YOUR NUMBER, IF KNOWN, IN UPPER RIGHT CORNER AND COMPLETE ITEM 10. NO ☐

10 **WHERE AND WHEN DID YOU GET YOUR FIRST CARD?** (State) (Year)

11 **YOUR MAILING ADDRESS** (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (ZIP CODE)

12 **TODAY'S DATE**

13 **TELEPHONE NO.**

14 **Sign YOUR NAME HERE (Do Not Print)**

Form OAA-7003 (10-69)

Return completed application to nearest SOCIAL SECURITY OFFICE



REQUEST FOR STATEMENT OF EARNINGS

SOCIAL SECURITY NUMBER

DATE OF BIRTH

Please send a statement of the amount of earnings recorded in my social security account to:

NAME

STREET & NUMBER

CITY & STATE

ZIP CODE

Print Name and Address in Ink Or Use Typewriter

SIGN YOUR NAME AS YOU USUALLY WRITE IT

Sign your own name only. Under the law, information in your social security record is confidential and anyone who signs someone else's name can be prosecuted. If your name has been changed from that shown on your social security account number card, please copy your name below exactly as it appears on that card.

JOB OUTLOOK FOR COLLEGE GRADS: NOW TO 1980¹

Advice to a college student of the 1970's: For the best job opportunities, set your sights on a career in the professions, the service occupations, or a technical field. That's where college graduates are likely to find the greatest need between now and 1980, based on recent projections of the U. S. Department of Labor.

It won't be roses for all the nearly 10,000,000 college graduates job hunting in the 1970's. The number of applicants is likely to exceed the number of jobs available--another reason for considering careers in areas where it looks as if hiring will be at a high level right through the decade.

One other point to remember: When jobs are plentiful, employers may hire graduates regardless of whether their college courses trained them for a particular type of work. But when applicants are plentiful, the courses taken in college do make a difference. Everything else being equal, employers are more likely then to hire the graduate who had some vocation-related preparation in college.

Here is how opportunities will line up. Many of the better ones will obviously require graduate training:

Best Opportunities: accountants, market researchers, public relations experts; job, rehabilitation and school and college counselors; biomedical, agricultural, ceramic, electrical, industrial, mechanical and metallurgical engineers; dentists, dental assistants and hygienists; dietitians; hospital administrators; medical laboratory workers, medical technicians, medical record librarians, occupational therapists, osteopaths, physical therapists, doctors, psychologists, life scientists, veterinarians; systems analysts and programmers, bank officers, actuaries, city managers; economists, political scientists; flight engineers, pilots and co-pilots; recreation workers; sanitarians, social workers; statisticians, urban planners.

Good Prospects: personnel workers; civil and mining engineers; chiropractors, optometrists, podiatrists, pharmacists, speech pathologists, audiologists; mathematicians; geologists, geophysicists, meteorologists, oceanographers, biochemists, chemists, food scientists, physicists; astronomers; geographers, historians, sociologists; college and university teachers; news reporters, technical writers, architects; home economists; industrial writers; industrial designers; interior designers and decorators; lawyers; librarians; landscape architects; underwriters; surveyors; hotel managers; wholesale and retail salesmen; purchasing agents; commercial artists.

Only Fair-to-Middling Possibilities: advertising personnel; insurance agents and brokers; industrial traffic managers; foresters; kindergarten and elementary teachers, high school teachers; air traffic controllers; photographers, radio and TV announcers.

Prospects Very Limited: actors and actresses, dancers, musicians and music teachers, singers and singing teachers, range managers, airline dispatchers; broadcast technicians; merchant marine officers.

Targeting the job opportunity is only part of the challenge to college students. It's a competitive world, and obviously the best trained or the most highly talented applicant will have the edge, no matter what the career choice.

Is the cost of a college education worth the investment? A government estimate is that the average college graduate can figure on earning about \$200,000 more in additional lifetime income than the average high school graduate.

¹CHANGING TIMES, The Kiplinger Magazine, (July, 1973)

WHY DO PEOPLE WORK

1. Money

- a. To buy material necessities
- b. To enable an individual to have luxuries

2. Personal Recognition

Most people want others to appreciate and understand them, to realize their abilities. Working is a means of selling oneself.

3. Self-Esteem

Most individuals want to achieve and accomplish.

4. Feeling of importance

Individuals want to be a part of something--to belong--to feel they are important in promoting the success of something, for example, the company in which they work.

5. Self-Satisfaction

To make something of oneself.

6. Security

Means of self-preservation

7. Education, Training, Experience, and Advancement

Working is a method by which one can climb the ladder of success.

SELF-INVENTORY

Occupational Choice

If you could have your choice of any job in the world, which one would you choose?

Why? _____

Education

What subject does your favorite instructor teach? _____

Indicate your first and second choice below by placing numbers 1 and 2 after the following courses: (Select only two subjects)

English _____	Math _____	Science _____
Social Studies _____	Foreign Language _____	Music _____
Business Subjects _____	Agriculture Co-op _____	Drafting _____
Home Economics Co-op _____	Cosmetology _____	Metal Trades _____
Vocational Office Ed. _____	Building Trades _____	Auto Mechanics _____
Distributive Ed. _____	Tractor Mechanics _____	Industrial Co-op Training _____

Of all the classes you have taken either in high school or junior high, which one would you like to see omitted from the curriculum? _____

In which extracurricular activities do you now take an active part? _____

Personal Data

What do you like to do in your spare time (sports, clubs, activities)? _____

In what area would you like to have self-improvement? _____

Which kind of people seem to have the most difficulty in getting along with you—

Your parents _____ Your friends _____ Your instructors _____

Law Enforcement Officials _____ Businesspeople in town _____

Others (list) _____

What are your areas of disagreement? (Refer to previous question) _____

What information about yourself, do you feel, would be of interest to a new employer? _____

Job Experience

What types of work have you done? _____

Would you like to do one of these for your permanent occupation? _____

Do you prefer problem-solving jobs or do you prefer task-performance jobs? _____

Do you prefer to work with people or alone? _____

What do you want to do for a living? _____

What, do you think, are the advantages of this job? _____

What, do you think, are the disadvantages to this job? _____

When do you plan to pursue this occupation? _____

JOB HUNTING VIA A TELEPHONE DIRECTORY

Logically and rationally look in the yellow pages under the proper division.

1. Always have a notebook.
2. Identify self clearly and distinctly.
3. Ask to speak to personnel manager or person in charge of hiring.
4. When person in charge answers the phone, identify yourself again and call him/her by name, if name is known.
5. List in your notebook the company, phone number, date, and name of contact. If you are to call back, make a note of this and note the date you should call again.
6. Complete an entire section in the yellow pages--beats driving to places, especially with gas shortage.
7. Obtain an interview with the prospective employer well in advance of graduation. Let it be known during the interview that you will be available for work upon graduation.
8. Second call--identify yourself, give date on which you first called employer, etc.

SAMPLE LETTER OF APPLICATION

7000 West Josephine
Weatherford, Texas 76086
October 1, 19__

Mr. Jay Johnson
Ranger Electronics
Fort Worth, TX 76116

Dear Mr. Johnson:

Please accept my application for the job of Radio-Television repairperson, which was advertised in the Fort Worth Star-Telegram. I believe that my training and experience have prepared me to handle the job to your satisfaction. To give you detailed information about my qualifications, I am enclosing a personal folder which outlines the necessary facts.

My interest, abilities, and job experience are all in Radio-Television repair. While attending Weatherford High School, I spent three summer vacations doing this type of work. I was employed by Mr. McDoe as a helper in his television repair shop. Since graduation, I have completed a 52-week special training program in Radio-Television repair at the Weatherford Vocational Training Institute at Weatherford, Texas.

While a reasonable salary is important to me, at the present time I am more interested in securing a job that offers opportunity for further training and promotion. I feel that I am capable of doing the quality of work required. I would appreciate an opportunity to come and talk over the job with you at your convenience. I can be reached at (817) 594-1068.

Sincerely,

John Myers

Enclosure

RESUME

Personal Information:

Name: Janice Priest
Address: 3011 Ranch House Road
Weatherford, Texas 76086
Telephone No: (817) 441-9202
Social Security No: 464-19-4349
Date of Birth: August 26, 1956
Place of Birth: Fort Leavenworth, Kansas
Age: 17
Height: 5 feet, 3 inches
Weight: 95 pounds
Sex: Female

Education:

High School: Weatherford High School
1007 South Main Street
Weatherford, Texas 76086

Leadership Activities: Treasurer of Office Education Association; attended OEA Conventions at three different times.

Technical Skills: Typewriting Speed - 67 wpm;
Training in VOE - operated calculators, adding machines, and duplicating machines.
Filing experience.

Work Experience:

Worked from February, 1973, to April, 1973, at Computax Corporations as a collator.
Worked from December, 1972, to February, 1973, for re-election campaigns as an envelope stuffer.
Worked from October, 1973, to May, 1974, (finishing date) as secretary of Oak Ridge First Baptist Church.

References:

Mrs. Mary Sells, 3009 Ranch House Road, Weatherford, Texas 76086.

Mrs. Elaine Cox, VOE Instructor, Weatherford High School, 1007 South Main Street, Weatherford, Texas 76086.

Rev. Max W. Daaton, Pastor of Oak Ridge First Baptist Church, 310 North Oak Ridge Drive, Weatherford, Texas 76086.

EMPLOYMENT APPLICATION

NOTICE—all information
will be checked

please print all information
and answer all questions

DATE: _____

first name										middle name									

25 R 106

26

last name																			

28

(CHECK ONE)

SEX: ☒ M ☐ F

social security number										area code					phone number				

47

508

(check one)

☐ SINGLE

☐ MARRIED

☐ SEPARATED

☐ DIVORCED

Mo. Day Yr.

birthdate				age		height		weight		hair		eyes	

M503

street address																			

15

city										county									

47

state										zip code									

61

63

Drivers License No. _____

Operator ☐ Commercial ☐ Chauffeur ☐

Own home? _____ Rent? _____

Type of work desired _____

Are you willing to work in any department? _____ Starting pay expected _____ Have you filed an application before? _____

Have you ever worked for our company? _____ When? _____ Where? _____

Do you have transportation available? _____ Are you willing to work: Sundays? _____ Nights? _____

Do you have any relatives employed by our company? _____ If so name _____ Ages of children if any _____

Spouse's place of employment _____

Education	Name of School	Address of School	Last Grade Completed
Grade School			
High School			
College			
Other			
Other			

IF YOU ARE APPLYING FOR A POSITION AS CHECKER, CASHIER, OFFICE MANAGER, ASST. MANAGER, STORE OR LOCATION MANAGER, OR SALESMAN -

Have you ever been refused a surety or fidelity bond? Yes _____ No _____

Were you ever convicted of a crime or misdemeanor? Yes _____ No _____

If so, please give details, using separate sheet if necessary. (Do not consider Traffic Violations) _____

If you are applying as a driver -

Have you had any accidents during the last three years? _____ How many? _____

Have you had any moving violations during the last three years? _____ How many? _____

THIS SPACE FOR COMPANY USE

TYPE UNIT EMPLOYEE NUMBER									

2 3 4

Location									

16

m o u									

20

APPROVAL _____ manager _____ supervisor

number of hours _____ job title _____

occupation code										sal ca					hire date									

58

64

75

schedule										account code										ot	

15

24

35

ec					mt ma					ex					sc r scw					cnty r				

36

38

40

42

48

cnty w										city r w									

51

56

0 0										0										pt		ft	
sal - comm base										hourly rate													

58

75

524

dept										\$										0									
										in united fund										spec. rate									

110

322

323

575

Special skills useful in placement or promotion (For example, list machines, work appliances, and operation on which you have had experience)

1.	
2.	
3.	
4.	
5.	

EMPLOYMENT HISTORY Begin with present or last employer		Date		IMPORTANT: For immediate consideration give job titles then describe in detail all duties performed. Periods of unemployment and military service should be included.	Rate Salary	Reason for leaving
		Started	Ended			
Company _____				Job Title _____		
Street _____				Duties _____		
City _____				Supr. _____		
Company _____				Job Title _____		
Street _____				Duties _____		
City _____				Supr. _____		
Company _____				Job Title _____		
Street _____				Duties _____		
City _____				Supr. _____		
Company _____				Job Title _____		
Street _____				Duties _____		
City _____				Supr. _____		

Have you any other work experience related to the position for which you are applying? Yes _____ If so explain _____
No _____

MILITARY SERVICE Branch of service _____ Are you now a member of National Guard ☐ Reserve ☐
Date entered _____ Highest rank attained _____ Other (explain) ☐
Date released _____ Type of discharge _____ Present draft status _____

YOUR FORMER ADDRESSES (within last five years)			From		To	
Number and street	City	State	Month	Year	Month	Year

PERSONAL HEALTH STATEMENT

Are you willing to take a physical examination at Company expense? Yes _____ No _____
 Place a check mark in the "YES" column for each condition which you now have or have had.
 If none, place a check mark in the "NO" column. (All conditions must be checked.)

	Yes	No		Yes	No		Yes	No		Yes	No
Frequent headaches			Asthma			Cancer			Convulsions		
Frequent colds			Tuberculosis			Hemorrhoids			Paralysis		
Persistent cough			Heart Trouble			Liver disease			Persistent fatigue		
Back injury			High blood pressure			Urinary difficulty			Anemia		
Difficulty breathing			Swelling of ankles			Diabetes			Nervous condition		
Chest pains			Abdominal pain			Dizzy spells			Backache		

For "YES" answers give information on present condition _____

Have you ever received treatment for alcohol or drug use?

Yes _____ No _____

Have you been absent from work for three days or more because of sickness or injury during the past three months? Yes _____ No _____

Have you consulted or been treated by a physician or practitioner during the past 3 years? Yes _____ No _____ (If YES give details)

Have you ever been injured on the job? Yes _____ No _____ If so, describe all such injuries below:

Nature of injury	Employer when injured	Year	Cause of injury
	Name:		
	Address:		
	Name:		
	Address:		

Have you ever taken a polygraph test? _____ When? _____ Reason _____

Would you object to taking a polygraph test? _____

APPLICANT'S CERTIFICATION: I hereby certify that the answers given by me in the foregoing questions and statements made are true and correct without reservations of any kind whatsoever and that no attempt has been made by me to conceal pertinent information. If employment is obtained under this application, I will willingly comply with all orders, rules and regulations of this company. I agree to submit to polygraph tests if requested by the company. I also authorize my former employers and schools to give any information they may have regarding me, whether or not it is on their record. I hereby release them and their company from all liability for issuing same. It is understood that all facts are open to investigation by this company and that if, upon investigation, anything contained in this application is found to be false or misleading I understand I will be subject to dismissal from employment at any time during the period of my employment and agree to hold this company blameless in that event.

Should I be given employment by this company, either the position applied for, or some other, now or hereafter, I agree that such employment may be terminated by this company any time, without liability to me for wages or salary except as may have been earned at the date of such termination.

IN CASE OF EMERGENCY PLEASE NOTIFY:

Name _____

Address _____

Phone _____

Signature of Applicant _____

Date _____

Form **W-4**
 (Rev. Aug. 1972)
 Department of the Treasury
 Internal Revenue Service

Employee's Withholding Allowance Certificate

(This certificate is for income tax withholding purposes only; it will remain in effect until you change it.)

Type or print your full name _____

Your social security number _____

Home address (number and street or rural route) _____

Marital status

☐ Single ☐ Married

(If married but legally separated, or wife (husband) is a nonresident alien, check the single block.)

City or town, State and ZIP code _____

1 Total number of allowances you are claiming

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) \$

I certify that to the best of my knowledge and belief, the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled.

Signature _____

101

Date _____

19 _____

EMPLOYEE CERTIFICATION

I hereby state that I fully understand that my work schedule, in regard to the hours and days I am to work, will be regulated by my Department, Store, or Location Manager; that I may be required to work irregular schedules as to hours and days of the week, and that I am not guaranteed a minimum number of hours of work per week. I also understand that I am not to consume nor take merchandise without having first paid for it, and that strict disciplinary measures will be applied for mishandling company funds, excessive tardiness and absenteeism, and insubordination.

I understand and agree that I am subject to transfer between work stations and that when I am transferred, it is for my benefit in that management feels that it will help me learn more about my job, place me in a more responsible position, and/or put me in a more favorable position for promotion.

I also understand that I am to record on my time sheet the exact time I begin work, the exact time I go to lunch, the exact time I begin work after lunch, and the exact time I stop work at the end of the day. I understand that at the end of each work week I must sign my time sheet to verify that the times shown are completely accurate. Further, I am aware that should anyone, regardless of rank in the company, give instructions contrary to this time sheet policy, I am to refuse to comply and report such instructions to higher management immediately. I fully recognize the fact that should I be discovered falsifying my time record or the time record of any other employee in any manner whatsoever, I will be subject to immediate dismissal.

I further certify that I have no objection to the following conditions concerning my employment:

1. Sunday work.
2. Available for a normal shift — day or night.
3. Returning all Company issued items at time of termination.
4. Submitting to polygraph testing when requested by the company.

SIGNATURE

DATE

NOTE: If the applicant is under eighteen (18), please have the parent or the legal guardian sign the following statement:

I do hereby give my consent for my son/daughter _____
to take a polygraph test when requested by the company.

SIGNATURE OF PARENT OR GUARDIAN

APPLICATION FOR EMPLOYMENT

No employee, applicant, or candidate for promotion, training or other advantage (shift scheduling, premium-pay work; vacation scheduling and any other employment activity) shall be discriminated against (or be given preference) because of race, color, religion, sex, age, or national origin. Applicants must re-apply at least once every two months to remain under consideration for employment.

Your application for employment will be processed as quickly as possible. Public Law 91-508 requires that we advise you that a routine inquiry may be made during our initial or subsequent processing which will provide applicable information concerning character, general reputation, personal characteristics and mode of living. Upon your written request, additional information as to the nature and scope of the inquiry (if one is made) will be provided to you.

PLEASE READ CAREFULLY

- PRINT CLEARLY -

ANSWER ALL QUESTIONS

Date Completed _____

Name in Full _____
 (Last) (First) (Middle) U.S. Soc. Sec. No. _____

Address _____
 (Number & Street) (City) (State) (Zip Code) Telephone _____

How long have you lived at this address? _____ How long have you lived in this area? _____

Applying for Job as: _____ Full-Time ☐ Part-Time ☐ Date Available _____ Number of years Experience _____ Salary/Wage Expected _____

PERSONAL INFORMATION

Date of (Mo.-Day-Year) Birth _____

Other name under which you have worked _____

Are you legally able to work in this country? _____

Have you ever worked for Safeway or its subsidiaries or affiliates? _____ Where? _____

When? _____ Position Held? _____ Reason for leaving? _____

PHYSICAL INFORMATION

Ever have trouble with Feet or Back? _____ List Physical Defects _____

Any Serious Illnesses or injuries in past 5 years? _____

Have you been under Doctors care during past 5 years? _____ Hospitalized? _____

List Major Surgery and Dates _____ Previous Workman's Compensation Claims? Yes ☐ No ☐

List Office Machines you can operate _____

Typing Speed _____ Summarize briefly other work experience, skills, training or qualifications. _____

Shorthand Speed _____

REFERENCES (PERSONAL) OTHER THAN RELATIVES

NAME	ADDRESS (Street - City - State)	OCCUPATION

IN CASE OF EMERGENCY NOTIFY:

Name _____ Address _____ Telephone _____

EDUCATION

NAME USED WHILE ATTENDING SCHOOL

SCHOOLS	DATES ATTENDED		NAME OF SCHOOL	ADDRESS	GRADUATE OR DEGREE?
	FROM	TO			
GRADE					
HIGH					
COLLEGE OR UNIVERSITY					
BUSINESS OR TECHNICAL					
OTHER					

RECORD OF MILITARY AND RESERVE STATUS

Service Dates From To	Branch	Rate or Rank	Type of Discharge	Serial No.
Special Training	Are you receiving military Disability Pay?		Yes ☐ If so, how much and No ☐ for what?	
Present Classification	Reserve Unit	Active or ☐ If Active meeting dates, including Summer Inactive ☐		

PREVIOUS EMPLOYMENT

(Give a complete record of all employment and reasons for periods unemployed during past ten years. Start with most recent employment.)

Lastest Employment First				EMPLOYER'S NAME AND ADDRESS (Number and Street, City, State, Zip Code)	LAST SALARY/WAGE & POSITION(S) HELD	Reason for Leaving Explain	Verifi- cation
From		To					
Month	Year	Month	Year				
				1. Employer Address	Salary \$ Per Position		
				2. Employer Address	Salary \$ Per Position		
				3. Employer Address	Salary \$ Per Position		
				4. Employer Address	Salary \$ Per Position		
				5. Employer Address	Salary \$ Per Position		
				6. Employer Address	Salary \$ Per Position		

READ THE FOLLOWING CAREFULLY, THEN SIGN AND DATE THE APPLICATION

"I CERTIFY THAT ALL ANSWERS GIVEN BY ME ON THIS APPLICATION ARE TRUE, CORRECT AND COMPLETE TO THE BEST OF MY KNOWLEDGE. I ACKNOWLEDGE NOTICE THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS SUBJECT TO CHECK. I AGREE THAT, IF HIRED, MY CONTINUED EMPLOYMENT MAY BE CONTINGENT UPON THE ACCURACY OF THAT INFORMATION. IF EMPLOYED, I FURTHER AGREE TO COMPLY WITH COMPANY RULES AND REGULATIONS."

Signature of Applicant

Date

Interviewer

Date

HOW DO I LOOK

The first thing that makes an impression on the interviewer is your appearance. Check the following items carefully.

MALES

Hair.....Clean, trimmed, no long sideburns.
Face.....Clean and shaven. Wear after shave.
Teeth.....Carefully brushed, with pleasant breath.
Hands.....Clean, nails clean and trim.
Cleanliness.....Bath, deodorant and clean underwear.
Suit.....Conservative, clean, no odor.
Shirt.....Freshly laundered, white or appropriate color.
Tie.....Clean, neatly tied.
Socks.....Clean, black/dark blue or dark green, no holes, not white.
Shoes.....Well shined, no run-over heels.
Posture.....Stand tall, head erect, back straight. No
hands in pockets.

FEMALES

Hair.....Clean, well brushed.
Face.....Moderate makeup.
Teeth.....Carefully brushed, in good repair, no unpleasant breath.
Hands.....Clean and smooth, nails clean, light polish, not chipped.
Daintiness.....Bath and deodorant and clean underwear daily. Remove
underarm hair.
Dress or Suit.....Conservative, clean, pressed, no odor. Hemline even. No
slip showing.
Stockings.....Clean, no runs, no visible hair on legs.
Shoes.....Cleaned, polished, no run-over heels.
Posture.....Stand tall, head erect, back straight, stomach flat.

QUESTIONS DURING INTERVIEW

Personal

Tell me a little about yourself.
Do you have any hobbies?
Did you participate in any extra-curricular activities? What were they?
Do you think they were worth the time you devoted to them?
Do you prefer to work with others or alone?
How did previous employers treat you?
Is it difficult to get along with people with backgrounds and interests different from your own?
What have you done that shows initiative and willingness to work?
What do you hope to be doing ten years from now?
How do you spend your spare time?
How much money do you hope to be making at age 30?
What have you learned from your past jobs?
What kind of boss do you prefer?
Are you willing to go where the company sends you?
What is your major weakness?

Past Work Experience

What part-time jobs have you held?
What full-time jobs have you held? What were your duties? Did you like your past job or jobs? Why did you leave?

Educational

How much education do you have?
Have you had any special training?
What courses did you like best? Least? Why?
How did you spend your vacations while in school?
Did you have difficulty getting along with fellow students and/or instructors while attending school?

Hiring Questions

In what type of work are you most interested?
What kind of job do you want?
Are you looking for a permanent or temporary job?
How did you become interested in this field?
Why are you interested in this particular type job?
What do you know about the company?
Why do you want to work for this company?
What makes you think you are qualified for this job?
What do you have to offer us?
What job in our company would you choose if you were entirely free to do so?
What are your ideas about salary?

DO'S FOR A JOB INTERVIEW

1. Act alert, attentive, interested and ready to work.
2. Smile, or at least look pleasant.
3. Speak distinctly.
4. Show your eagerness by your walk.
5. Stand up and sit up straight.
6. Stress your interest in your work.
7. Let the interviewer lead the discussion or control interview.
8. Answer questions directly and truthfully.
9. Express your appreciation when the interview is over.
10. Give all information requested, even if you think it is too personal.
11. Display documents only when more facts are requested.
12. Use good English.
13. Look at the interviewer while you are being questioned.
14. Sell qualifications rather than need for job.
15. Be as poised as possible.
16. Be pleasant and natural but business-like.
17. Be realistic in discussing salary.
18. Make a written note of time, date, and place when asked to call or return for another interview.
19. Dress appropriately for the job interview.
20. Be well groomed.
21. Display confidence; think positive.
22. Do leave gum at home.

MATERIALS UTILIZED IN MINI COURSE

Posters

Your Monthly Job Seekers and Career Tips
Educational Properties
P. O. Box DX
Irvine, CA 92664
Cost: \$35.00

Films

I Want to Work for your Company
Your New Job
Cost: Approximately \$140.00 each
Sandler Institutional Films, Inc.
1001 N. Poinsettia Place
Los Angeles, CA 90046

Brochures

Look Your Best
Texas Employment Commission
* Making the Most of Your Job Interview
New York Life Insurance Company

Games

Applying for a Job (consists of index cards containing pertinent
job-related questions)
Interstate Printers & Publishers
Danville, IL 61832
Cost: \$4.95

Books

Basic Skills on the Job (consists of lesson sheets on long-run spirit masters)
Author: Elannor R. Young
Cebco Standard Publishing
104 Fifth Avenue
New York, NY 10011
Cost: \$7.95

* These brochures are free of charge from your local New York Life Insurance Company.

OTHER RECOMMENDED SOURCES OF CAREER INFORMATION ON JOB-SEEKING

Pamphlets/Brochures

Qualities Employers Like, Dislike in Job Applicants - Final Report of Statewide Employer Survey

The Advisory Council for Technical-Vocational Education in Texas

P. O. Box 1886

Austin, TX 78767

(512) 475-2046

Do's and Don'ts for Mature Job Seekers

U. S. Department of Labor

Bureau of Employment Security

March, 1962 (usually available from State Employment Commission)

The Hunter's Guide: Tips to Help You Get a Job (or, How Not to be Embarrassingly and Unproductively Unemployed)

Available from Southwestern Bell Telephone Company

How to Complete Job Application Forms

Author: C. Todd Strohmenger

National Vocational Guidance Association, 1975.

How to Succeed on Your First Job

Western Temporary Services, Inc., 1973.

The Houston Post Guide for Job Hunters

(A kit for selling oneself)

Houston Post, Houston, TX

Scriptographic Booklet

About Getting a Job

Channing L. Bete Company, Inc.

Greenfield, Mass. 1975

Prices: 1-74 copies - \$1.00 each; 75-199 copies - \$.80 each.

(413) 774-2301

Magazines

Parade Magazine

"Keeping Up...With Youth, 'How to Get a Job,'" November 9, 1975.

(Two Stanford University graduates who have Ph. D.'s in educational counseling and guidance give results of a study of job-seeking college graduates.)

Books

Bolles, Richard Nelson, What Color Is Your Parachute? (A practical Manual for Job Hunters and Career Changers), Ten Speed Press, Berkeley, 1974).

Kahn, Charles and others, My Job Application File, Second Edition, Janus Book Publishers, Haywood, CA., 1975.

Karlin, Muriel Schoenbrun and Margules, Morton, Pathways to Careers, Globe Book Company, Inc., New York, 1975.

Kimbrell, Grady and Vineyard, Ben S., Activities for Succeeding in the World of Work, McKnight Publishing Company, Bloomington, IL., 1975.

Kimbrell, Grady and Vineyard, Ben S., Individualized Related Instruction for Entering the World of Work, McKnight Publishing Company, Bloomington, IL, 1974.

McDaniels, Carl, Finding Your First Job, Houghton Mifflin Company, Boston, Mass., 1975. (Both leader and student guides available.)

The U. S. Labor Force: Projections to 1990, U. S. Department of Labor, Bureau of Labor Statistics, 1973.

Newspaper Articles

Houston, Jack, (Chicago Tribune), "Youth Unemployed because of Training Lag", Fort Worth Star-Telegram, Sunday, October 19, 1975, 3-E.

Parker, Van (Director of Career Placement Services, Tarrant County Junior College, Northeast Campus, Hurst), "Losing Job Puts Worker in Competition", Fort Worth Star-Telegram, Sunday, October 6, 1974, 28-A.

Parker, Van (Director of Career Placement Services, Tarrant County Junior College, Northeast Campus, Hurst), "Application Reveals Much of Job-Seeker's Personality", Fort Worth Star-Telegram, Monday, October 7, 1974, 10-A.

Houston, Jack (Chicago Tribune), "Getting a Job Requires Analyzing Strengths, Weaknesses", Fort Worth Star-Telegram, Sunday, January 5, 1975, 5-D.

APPENDIX D

HIGH SCHOOL TEACHER SURVEY FORM

October 21, 1975

In 1973 Project RACE, Researched Activities for Career Education, was implemented in the Weatherford Independent School District for grades K-12. Since that time, the Project RACE staff has endeavored to meet the needs of teachers and students relative to career education. We are presently gathering ideas and suggestions for the continuation and growth of career education for next year. Your ideas, comments, suggestions and feedback are needed. Please complete this form and return to the Career Education Office by Friday, October 24, 1975.

Joe M. Tison

Joe Tison, Principal
Weatherford High School

CAREER EDUCATION SURVEY
Weatherford High School
1975 - 1976

1. Do you believe in the concept of career education?

Yes _____

No _____

Comments: _____

2. Should career education be emphasized at the high school level?

Yes _____ If yes, what do you feel needs to be done to infuse
career education on the high school campus?

No _____ If no, please explain why. _____

3. Do you feel that a course of study should be included in the
Weatherford High School curriculum for all ninth graders to
bridge the gap between the intensive course of study in grade 8
and the various career opportunities offered in the 11th and 12th
grades?

(Example - This could be a quarter course.)

Yes _____

No _____

Comments: _____

4. Do you accept and take advantage of the career education services offered?

Yes _____

No _____

Comments: _____

5. Are teachers' responsibilities in the Career Education program clearly defined and understood?

Yes _____

No _____

If no, why not? _____

6. Are you aware of the job placement officer and his duties?

Yes _____

No _____

Comments: _____

7. In what ways do you feel the program has been beneficial?

8. In what ways do you feel the program could be improved?

9. Please check your choice. Is the purpose of your course to prepare students for:

College _____

Vocation _____

Both _____

Please explain. _____

10. Do you discuss with your students the career implications of your subject area?

Yes _____

No _____

Comments: _____

11. What career education goals do you feel need to be emphasized for students in your department in the future?

APPENDIX E
HIGH SCHOOL TEACHER SURVEY SUMMARY

MEMORANDUM

TO : Teachers and Administrators of Weatherford High School
FROM : J. C. Liddell
DATE : February 5, 1976
SUBJECT : Career Education Survey

The staff of Project RACE wishes to thank you for your splendid cooperation in providing your opinions on the various career education activities conducted at Weatherford High School.

The questionnaire distributed to you by Mr. Tison on October 21, 1975, gave us some valid information and honest opinions, which have been most helpful in evaluating various aspects of the career education program.

We are attaching a copy of the survey results to give you the consensus of the total faculty concerning the career education program.

J. C. Liddell

CAREER EDUCATION SURVEY RESULTS
Weatherford High School
1975 - 1976

1. Do you believe in the concept of career education?

Yes 61

No 0

Comments:

- * It should be available, but not over emphasized to the point that a student feels he has to decide immediately on a career.
- * I don't feel that it is necessary for all high school students to work during and after school hours and on week ends. Career Education sometimes secures these jobs? Someone has emphasized the need for every boy and girl to get a job in high school. I am against this.
- * Career guidance is dictated on basis of the great multiplicity of job titles today.
- * I think it helps a career oriented student after high school graduation.
- * Too many times young adults plunge into a career without considering what it is all about. Hopefully career education will eliminate this problem.
- * I've believed in it enough that I originated the idea of having my classes read, investigate, and then write career themes each year since 1961.
- * As a part of all classes, not as an activity or class by itself.
- * Today's student needs as much of a head-start as possible to discover his interest and abilities.
- * Everyone needs to plan for a career and investigate it thoroughly to assure their happiness in such a field.
- * I believe Career Education is the answer to the critics of education who say that the schools are not preparing young people for the World of Work.
- * I did not know that much about it until today. I feel that Career Education is a great thing, but I don't see how this can be incorporated into each class offered at a high school level.
- * Many students will not be able to attend college because of the increased cost, therefore, it is necessary for us to prepare students for economic independence.

- * Career Corner, the Vocational Programs and classroom suffusion should be sufficient, however too many students are not aware or do not use the facilities available. Too much emphasis of the wrong kind at all levels tends to lead to apathy in the student by the time he reaches high school.
- * I have used materials in all classes.
- * Since not all students will go to college or to a vocational school there needs to be some type of classes for these students to get a sampling of careers.
- * Very strongly.
- * It is essential to help the students decide careers of their choice.
- * High school must prepare all students to assume a positive role in the American work force.
- * The vocational programs are great. Career Education can help students make more suitable choices for the future.
- * Enables a student to "plan-ahead" - to channel his activities into areas that interest him and that he can excel in.
- * Students have become aware of more opportunities available to them for careers than ever before.
- * Every student should be prepared for a career before he or she leaves high school. College can continue that career.

2. Should career education be emphasized at the high school level?

Yes 58 If yes, what do you feel needs to be done to infuse career education on the high school campus?

No 0

Comments:

- * Needs to be written into current curriculum. The hands on or shadowing program should be continued. Also the coordinators job needs to remain. It is important in order that we continue to emphasize career education.
- * Yes, but not necessarily in all courses. Life enrichment is also important.
- * But not to the point that our students feel they must begin work right now, not only in the summers but during school time.
- * The work ethic needs stressing in our nation. To work is honorable. To be lazy is dishonorable and inexcusable.
- * Get away from the old concepts of just telling them what is available. Field experiences might be helpful, if it is feasible.
- * You are doing an excellent job now. Improvement would be dependent on more teachers utilizing information in their own areas.
- * Present system is fine.
- * More teachers become involved in an activity that makes the proper emphasis.
- * Quit calling it Career Education and start calling it school! Make teachers aware that all education should be of a "career" nature. Until now the word "career" has been given too narrow a definition, almost to the point of being synonymous with "vocational" education.
- * Teachers should relate their fields to possible careers for students.
- * Career Education is most important at the high school level. The day when high school students must seek a job is much closer.
- * What is being done now by Career Education is a good foundation for future programs.
- * Integrate career education into the different curriculum areas (Math, Social Studies, English, Science and Physical Education) by involving teachers in the process of writing curriculum guides for each discipline mentioned above.

- * It's being done adequately I believe.
- * It does need to be emphasized, but not to the point that the students are "turned off" by the constant emphasis on careers.
- * In typing the skill and career opportunities are taught.
- * Have more meetings for all students to make them more aware of Career Education. Possibly form some kind of club.
- * Mini courses in trade areas and in skilled labor occupations.
- * Show students how to use subject materials, and expose them to as many careers as possible.
- * A time during junior-senior years for more job visitation similar to the spend-a-day-on-the-job concept.
- * Perhaps by offering mini courses of those programs offered by the Area Vocational School.
- * Write curriculum's to reflect careers.
- * Emphasize that basic skills are essential for all occupations.
- * More teacher incorporate the available materials into lesson plans.
- * Field trips to various career centers. Career Day - On-The-Job Training.
- * I feel it should be emphasized more in the academic areas and a true picture of what is required in college and industry.
- * Research programs - hands-on experience in related fields of future employment opportunities and professions.
- * Middle School and high school is where it should be emphasized - not especially in lower elementary grades where it is likely to take away from such fundamentals of learning as reading and math skills.
- * Continued and enlarged program.
- * I am impressed with things already being accomplished. There may be some I am not yet aware of. Too soon to comment.
- * Career concepts should be incorporated as much as possible in the different subject areas.
- * Most teachers are already doing a pretty good job.
- * Implement career education into daily lessons by choosing textbooks which show the need for the given subject in various careers. Bringing in resource material and people on occasions.

- * I would think that when we begin to reach the students in the areas concerning economic understanding (teaching of private enterprise), it will benefit all of our programs.
 - * Each teacher should teach career education in their own teaching field.
 - * Passing references as opportunities arise. Resource personnel.
 - * The curriculum should allow for job preparation and the administration should urge students to learn about courses to help in this.
 - * Could be an elective course taught to describe various aspects of career education. Special days could be set aside with a number of different areas of study offered, selected by the individual - a seminar of sorts.
 - * Career Day for different levels - A special career education class.
3. Do you feel that a course of study should be included in the Weatherford High School curriculum for all ninth graders to bridge the gap between the intensive course of study in grade 8 and the various career opportunities offered in the 11th and 12th grades?

(Example - This could be a quarter course.)

Yes 34

No 18

Undecided 8

Comments:

- * Comments from freshman indicate they are "tired" of career education as a separate course (8th grade level). I would much prefer special units taught by or in conjunction with the coordinator in units that lend themselves to a special emphasis on career education. I might feel differently about this if I knew more about the purpose and content of the course.
- * It is hard for teachers to include really detailed career education courses in with their own.
- * Possibly an elective - or would this be a required course? Need to know more details of this.
- * Tend to believe that toward the end of the sophomore year would be better.

- * Eliminates the problem of a "Future Shock".
- * Freshman and sophomore years are already crowded with required courses - many have no study hall (Drivers Education and Health).
- * I believe a course on various career opportunities would be better than the program we have now where each teacher is responsible for teaching career opportunities.
- * Health - Career Education or any other quarter combination. I would like to see Sylvia in the role of teacher.
- * I'm of the opinion that most freshman are lacking in maturity to the extent that they shouldn't take seriously such a course and therefore wouldn't profit as much as they would approximately a year later.
- * Here again you are trying to separate "career" education from other school.
- * I'm sure that all students would benefit, but I think the majority would.
- * Required for all freshman for one quarter.
- * This would be especially valuable for the non-college bound students. Great for those in basics, CVAE and Special Education.
- * Provided the course of study is developed around the affective domain instead of cognitive and incorporates a testing program to measure the results of the course.
- * Very few students will really take advantage and benefit from such a course.
- * In more depth study on specific career opportunities smaller class loads.
- * We don't have time to get any more courses into ninth grade. At best not more than one quarter.
- * I don't know enough about the overall program to express an opinion.
- * The 8th grade course should be sufficient in this area.
- * If it does not repeat and overlap other course in 8th grade. This could discourage teacher's from emphasizing career information and how subject matter is related.
- * Will the courses continue in junior high? If we have such courses the students should lay out their high school schedule to fit their career choice instead of taking a course just to get a job. Plan freshman - sophomore - junior - senior classes to agree with career choice. If they drop a necessary course like bookkeeping or typing, shorthand, etc., then should probably change their career choice.

- * Here again by offering mini courses of programs offered by the Area Vocational School.
- * Stress career education concept as provided by vocational center.
- * A quarter course would be good offered in ninth and tenth grade.
- * The way you now have the program set up. This is a must, it is an injustice to the student if he or she does not understand what is available.
- * Better counseling and more field trips to observe people in different occupations.
- * Not all 9th graders - It should be an elective and not necessarily restricted to freshman. Any interested student should be able to take it.
- * I think it should be geared to college-oriented careers as well as vocational careers.
- * I am not familiar with the type of course offered in grade 8, but I feel an introductory course to serve as a preface to selecting an area of vocational choice would be necessary.
- * It might reach some students, but many didn't like it the first time and might not pay much attention again.
- * 9th graders probably have their schedules so overloaded already, they might not could handle another course.
- * I have virtually no opinion in this area except that since the 9th grader many times has a traumatic experience, anything that can be done to "soften the impact" of the change, should be done.
- * If it wouldn't deter or restrict (maybe just neglect) to ever mention opportunities in their particular class or subject.
- * Help them to map out a course of study to prepare themselves to get a job full time or to work their way through college.
- * I think all students need to be aware of the different jobs that are available.
- * The course should be elective.

4. Do you accept and take advantage of the career education services offered?

Yes 46

No 7

Not Yet 3

Sometimes 2

Comments:

- * Not as much as I should.
- * Filmstrips as to "Why We Study..." are helpful, also journalism materials.
- * I'm not familiar with all the services offered here at Weatherford High School yet.
- * Hope to do so more and more in the future.
- * To a limited extent.
- * Much appreciated.
- * Sylvia has been much help in securing information and sharing it.
- * I think the career education office has a good collection of materials.
- * But - not as often as I should.
- * I borrow much material from Mrs. Anderson to use when students are researching for theme material and also send students to her.
- * Haven't been here long enough.
- * I have not utilized services enough. Will try to work more career education services into curriculum.
- * We spend every Friday showing career films to show our students various career opportunities.
- * Filmstrips or clerical careers, field trips, guest speakers.
- * Probably not enough.
- * I usually use something every Friday.
- * I use much of the materials for my classes that are offered by career education and we also use persons to help from that department.
- * Very much.
- * Sometimes.
- * I plan to.
- * Not as much as I should, probably.
- * No available time or I would!
- * I use their services, but not as much as I could.

- * Very little in the field I teach - Physical Education.
- * As much as applicable in my area. I try to secure media that is usable.
- * View Career Corner and encourage students to participate.
- * Not as much as I should. I feel impelled to cover the material that I'm supposed to in the book.
- * Not as often as I should.
- * Very little - I try to bring it into some of the lessons. I have used a few of the resource materials to give the class some idea of how the subject could help them in different careers.
- * Haven't so far but, of course, do intend to in the future. Since I'm new to Weatherford High School, have had many new things presented - time will allow use in the future.
- * Thanks.
- * I do not as much as I would like to, but include the concept in my class often.

5. Are teachers' responsibilities in the Career Education program clearly defined and understood?

Yes 30

No 22

Yes and No 1

If no, why not?

Comments:

- * I do not know about others, but I believe I understand my role in the program.
- * I'm really not sure of my role perhaps because I'm new.
- * The time available is a limiting factor.
- * Many teachers do not emphasize the importance of different subjects which will be beneficial to job placements.
- * Some seem unaware of the services available. Maybe they don't read the newsletters, etc.
- * Not by all teachers.
- * No orientation was given new faculty members.

- * Not in the regular curriculum but in the case of the special education teacher, yes.
- * As I understand it, our responsibility is to help students apprise themselves of the opportunities for them in the World of Work, whether college bound or not.
- * I believe some teachers understand career education and some perhaps feel that career education is an extra task to deal with.
- * Not the fault of Career Education personnel. We just have so many new programs all at once. Vocational, Special Education, Career Education, - it becomes difficult for the classroom to keep up with it all and know what his role is.
- * I feel most of the teachers are leaving the job to career education people.
- * Is it a requirement to teach careers in each subject area or is it an elective?
- * In-service - Responsibilities have been defined but perhaps not understood.
- * Staff failure to implement.
- * I'm not sure I understand? But I would have to say no.
- * Unresponsive and usually not clear in description.
- * As a new teacher, I am not sure I understand all my responsibilities.
- * Some teachers are not interested enough to become involved.
- * There is really no way to decide how much time and which would be the best time to spend on career education.
- * At least for me, I'm not well informed of the responsibilities. Maybe because I really haven't spent much time in this.
- * We are told to include it, but not told how much or how often, or specific items' deemed important by the program.

6. Are you aware of the job placement officer and his duties?

Yes 54

No 3

Yes and no 4

~~Comments:~~

- * A good service for students and community.
- * I sure am. He has helped us on many occasions.

- * He is doing a good job!
- * Duties not well known!
- * I think he does an excellent job.
- * Only a few of his duties.
- * This may be because of my circumstances and through no fault of career education department.
- * Thanks!
- * I'm not sure about his duties.
- * I believe this program offers a very needed service. Also the follow-up program is important to the school program.
- * Some of them.
- * Use it and it is fantastic!
- * Partially.
- * Would like to know more.
- * I think the job placement is very beneficial.
- * Perhaps better follow-up would be desirable.

7. In what ways do you feel the program has been beneficial?

Comments:

- * Making teachers, students, administrators, and parents more conscious of the need for information and training.
- * It has helped other teachers in preparing careers of students.
- * I have used their materials several times.
- * Field trips, material and data available, resources, placement officer.
- * I believe that many of our students would never have had the opportunity to know about careers without this program.
- * To numerous to list.
- * In presenting career concepts to younger students.
- * I believe that a lot of students are leaving Weatherford High School with a good awareness of the World of Work.

- * Updated career information and help with career oriented field trips.
- * Help students find jobs and become aware of others.
- * Many students have been helped by it and they have come to depend on and trust in it.
- * Public awareness and student placement.
- * Assist some students in job placement.
- * It brings more resources into focus for teachers to utilize.
- * Many students have secured needed jobs as a result of this service. Also, it has given more sources for the teachers.
- * In high school - the job placement has been the most beneficial.
- * Helps those who are not college bound.
- * The students indicate its beneficial and that is what really counts.
- * Job Placement Officer - help to teachers who use the services, materials, trips, etc.
- * Some students have become more aware of career opportunities.
- * In aiding students to make more suitable satisfying choices for their future living.
- * Field trips, mini courses, placement service and individual help for students to explore careers.
- * Help to underprivileged.
- * Many students have been made aware of the need to be prepared for the World of Work.
- * The eagerness of Mrs. Anderson to be helpful in any way possible.
- * I think all students are more aware of the jobs after they get out of school.
- * Mainly through getting students jobs.
- * Students are much more aware of careers and choices available.
- * It has made all of us aware of the need to inform students about the world outside. It has also made me aware that marketable skills at graduation are just as important as college education.

- * Particularly good for non-college bound. Exploratory service is also good.
- * Perhaps has been given some mediocre students some direction or pushed the better students into the proper vocational choice.
- * Helps the student study and get an inside view of professions and occupations which will help the student choose for himself.
- * Provide materials and information to classes.
- * In helping to arrange field trips for classes to worthwhile places; to give students opportunities to observe in occupations.
- * For instruction and guidance to students. For focusing on need for planning.
- * Career emphasis.
- * I feel that the program has made all grade levels aware of the professions available for making a livelihood later on in life.
- * 'Guides' students into selecting a career; I emphasize the word Guide.
- * Many ways to me as a health teacher. Also appreciate your arranging speakers, field trips, etc.
- * Students have better understanding of work.
- * Sylvia Anderson has helped me with activities which I have used in my classes.
- * It has helped create more awareness of vocation to a wider group of pupils and teachers.
- * I think some have been helped to see some of the responsibilities of life and have been given an opportunity to test their skills.
- * Helping students become aware of various career opportunities.
- * We have taken advantage of the program and benefited greatly.
- * My basic students last year, found they could get jobs in their fields of interest through a career investigation unit.
- * Mainly thru the efforts of the exploratory skills teacher and career counselors.
- * Career awareness created by the program has been beneficial.
- * Materials are available to those who will take advantage of them; the staff is very helpful.

- * Several students have been able to find jobs and keep them.
 - * Speakers, materials, job placement, etc.
 - * Any program is beneficial only for those who use it.
 - * Give students greater awareness of careers available. Hopefully some make career goals while still in high school.
 - * The program has provided some material for classroom use.
8. In what ways do you feel the program could be improved?

Comments:

- * Encourage more teachers to take advantage of services and materials.
- * Provide teachers with list of suggested field trips available in area and information on how to arrange trips such as limitations, expenses, etc.
- * All teachers participate.
- * Exploration program in 11th and 12th grade.
- * By giving more emphasis on careers in the lower grades.
- * Expansion of Placement Services.
- * To coordinate basic skills with vocational attitudes and skill building.
- * Spend more time in this area with out students.
- * More flexibility in working with each individual career area and use of Advisory People in individual occupations.
- * A wide range of short courses for student planning.
- * Increased emphasis.
- * This program is so superior to that of previous schools; I hesitate to suggest changes at this point.
- * They do a good job.
- * Lazy on my part. I will not implement something unless I have to. I probably would do much better if I had to implement the program.
- * The "improvement" needs to come on the part of the students' realization that they will be working and need to be prepared. That attitude is sometimes difficult to do.
- * Textbook or curriculum guides to tell how. Assign different days or weeks in which career education is to be used extensively in a given subject.

- * People from fields currently in need of employees or trainees, to come into the classroom and tell students what they want and need to be a success in their business. Also training schools, colleges, where they can attend to prepare them best.
- * The administration could better the attitude of working students by being more helpful in scheduling courses and explaining courses which will be useful in getting a job.
- * There seems to be a need for closer contact between students and career education, probably more individual attention.
- * Don't know.
- * Too much is left up to the classroom teacher who is for the most part not trained in this area. High School students should be instructed, etc., by those professionals who are trained, skilled and informed in the many facets of career education..
- * Specific help in writing career education units into our curriculum.
- * I feel that the program has been very beneficial. I also appreciate the freindly help I have received.
- * A closer relationship between teachers and students in the area of career selecting and between teachers and career educators. This broadens the entire concept.
- * Open it to community more. Central location (maybe old library building when library moves).
- * The Career Corner, the occupation films, etc. provide marvelous opportunities, but too few students take advantage. English classes are already used for some of this type of information (as well as for counseling procedures) so why not use some time of other departments, such as Social Studies.
- * Every teacher needs to be sold on the idea and try to use every opportunity that presents itself to give students career information.
- * Salaries should be included in all information.
- * I would like to see students be able to enter into an apprenticeship program with professionals in different fields, even on the 9th and 10th grade level. They need to learn responsibility and respect for others as well as themselves.
- * Involving teachers in projects related to career education.
- * The program is not one for elementary K-6 grades. I believe they should concern themselves mainly with the basics - reading, writing, arithmetic, which they can't do as long as they are required to spend time on career education, etc..
- * It should be made better known among the students. Many students know very little about the program itself.

- * In some way, should strive to reach more students.
- * Motivate teachers to make greater use of services available.
- * More contact with students in the classroom.

9. * Please check your choice. Is the purpose of your course to prepare students for:

College 3

Vocation 7

Both 46

Please explain.

- * Most of my science and math courses are 'basic' and most students are not college material.
- * Some work for future, some prepare for this area in college and thereafter.
- * Those students that go to college may need a vocation to get them through college.
- * Since my students are handicapped, very few will ever go to college.
- * I teach all levels, some will go to college and some will not.
- * Construction trades and vocational college or technical school.
- * It is necessary to try to reach students of all pursuits.
- * Life time sports and activities for health purposes.
- * Language skills are important regardless of specific vocational plans.
- * One course is strictly to prepare students for working. The other has a mixture of students.
- * I believe some math is required for nearly all occupations.
- * An attempt is made to inform the student of the role government plays in their lives - whether on the job or in school.
- * Some fields need vocational or academic college training to attain their choice or goal.
- * English is universally needed.
- * Business courses are a must for anyone in the working world.

- * In polls taken (by me) usually fewer plan to go to college than plan to find a job after high school.
 - * Mainly to give a background for future studies.
 - * I emphasize college oriented material although I realize the importance of getting the students ready for life after only the 12th grade.
 - * English communication skills are valuable in all areas of life and work.
 - * Resource room students - vocational.
 - * Homemaking Education helps prepare a student for living in any type of life.
 - * YES, trains students for life choices.
 - * I don't believe that all students need to attend college.
 - * I have both college bound and vocation oriented students in my classes.
 - * Every person, whether college bound or not, should be able to communicate (read, write, speak, and understand) effectively and correctly as well as have some appreciation for the printed word.
 - * Life - here is where the philosophy of career education blows it. The definition of a 'career' should be the sum of a means lifes work, instead of how much money he makes. I hope my course teaches more than just how to make money or how to get grade points in college.
 - * I'd rather say my course prepares a student for life.
 - * Regular English is for those going to college; basic, for mainly the vocational field.
 - * CVAE English is geared to vocation - English IR is geared to college but with emphasis on preparation for future vocations also.
 - * Certain junior and senior elective courses are designed to prepare the student for college more than a specific career.
 - * Over two-thirds of the students in my five classes this year say they plan to go to college so I try to help them as well as career discussion.
 - * I try to give them a balanced view of past and present affairs.
 - * Chemistry and Physics are both college prep in nature.
10. Do you discuss with your students the career implications of your subject area?

Yes 47

No 7

Comments:

- * We usually devote Fridays to extra-curricular activities including career orientation films and materials.
- * Teach no students.
- * Sometimes specific questions are asked and discussed.
- * Careers are mentioned as they appear within the subject matter.
- * Almost every day.
- * I can't get them enthused about specific careers because I don't know about them.
- * But not often enough in my "college" bound class. All the time in the other.
- * Very limited.
- * Occasionally.
- * As the situation arises, those careers relating to my subject area are mentioned and encouraged.
- * Occasionally - related to historical research skills..
- * Mostly this comes at the beginning of the year although I do point out the skills needed by the different people as they arise in due course of my class.
- * It does not often come into class discussion - we touch on it occasionally.
- * We have excellent visual aids acquired thru Career Education.
- * I also use a filmstrip "Why Study English".
- * This would be an embarrassing question if you had to answer 'No'.
- * Some areas probably need to be given more consideration in the future.
- * I feel my job is more basically academic, to work in conjunction with the vocational programs.
- * Without the ability to communicate with others orally and written, there is little communication. English - correctly written and spoken - is imperative.

- * I do discuss the various uses of my course to the students future when a good opportunity arises in the daily lesson plan.
- * But not enough.
- * I would like to prepare a slide (35mm) presentation of careers in science.

11. What career education goals do you feel need to be emphasized for students in your department in the future?

Comments:

- * A more thorough understanding of how math can be used in their vocation and further education..
- * Emphasize English for grammar, punctuation, and spelling; math for ability in bookkeeping, etc.; electives as pre-requisites for things: (Example - Typing, etc., VOE)
- * Being realistic in the choosing of a career.
- * Made more aware of how and why math is needed in everyday lives.
- * Special products, specialty trades and related fields.
- * More information, more material.
- * "English" is not for college students only. Communication skills correlate with advancement in most vocations.
- * The business department is almost totally career oriented. All of our goals include career education.
- * Though I believe in career education, I find it very difficult to implement it in my subject. It seems I can't even cover everything I would like to in my textbook (the course itself) which leaves very little time (if any) for anything else. I am trying.
- * Job preparation.
- * Learn to be the best student possible and therefore be a better worker on the job.
- * Be aware of the World of Work.
- * How social studies relate directly to them getting a job or earning a living.
- * Problem-solving skills; practical skills in meeting the everyday problems that arise in the 'outside' world.

- * The fact that English is a valuable course of study for communications skills and for enrichment.
- * Willingness to learn on the job and congeniality.
- * Possibly more of just skills for living - for human relations improvements.
- * In all areas, striving for excellence best prepares an individual for any eventuality - Probably too much specialization too early is too restrictive and too limiting.
- * Responsibility of student to employer.
- * The importance that marketing and distribution will play in all facts of life.
- * There are many areas of Health that can be sought after, not just the traditional doctor, nurse, dentist, etc..
- * More information on social services, behavioral science (anthropology, sociology, psychology).
- * I feel that I should try more and more to make the students aware of the value of communicative skills as they relate to their future.
- * Methods of establishment in business for themselves.
- * To utilize every opportunity to obtain material and information that is available to them accordingly to their interests and abilities.
- * More study tours.
- * More than anything else, the importance of job responsibility and to take pride in their work.
- * Pride in self through personal appearance, handwriting, study habits, good grades and a positive attitude will help us all to further ourselves in all fields and all departments.
- * Same as always - English is necessary for success in any vocation.
- * Choose a job that you enjoy doing - not for the money.
- * Importance of work.
- * Values of knowing the past in dealing with the present and future since no career is separated from world affairs.
- * Medical fields.

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